

Transcripts

SECTION: Assessment

Section Content: Student Accountability

***How do you hold students accountable for their Independent Reading?***

**Irby DuBose**

Interviewer (Ms. Durham): At this point, they're not recording anything about their books. Are you going to do that eventually?

Ms. DuBose: We probably won't. They read at home. We send home books, and they read at home, and they have a reading log to do at home. But for kindergarten, really the only accountability is just the conferencing and the sharing. They don't do any kind of notes or journals because with kindergarten, they'll spend more time writing the title than they will actually reading, so we really just focus on reading. But they do reading logs at home, but that's more trying to build a connection with reading at home.

**Apryl Whitman**

That's a difficult one because sometimes you have kids who are off task. They want to go to the bathroom, or they're whispering to their buddy. So they know that when we finish reading, you're going to come to the carpet and you're going to have to share with a buddy. So if you don't have something to share with them, you might look a little silly. So they know that the share time is coming up, so I need to stay focused so I can read with them. I don't do a reading log for school. I do one for home. And I do a lot of reading response during our station time. But they know that I have high expectations so if I see them not reading they're going back to their seat, and they know they're going to have that time with a buddy. So they need to be prepared.

## Christy Long

Well that goes back to our practicing of stamina and the reasoning as to why we have this time. Why am I giving you this time? Is it because I don't want to stand up here and teach you? No, it's because I want you to learn to love reading. Some of them need more encouragement than others. Some of them I need to visit or stand closer to more often. As they are reading, they also have a chart, a 100 chart that they can color in as they read each book. It's for them. Sometimes they want to see how many books they've read. If they want to, if that's something they care about. Some of them don't care about that and they just enjoy reading.

Interviewer (Ms. Durham): And then this is the log that they fill out, with each day as they are reading?

Ms. Long: And this is how I hold them accountable for are you actually reading during this time, if I'm not sitting with you. It's also a way to spiral back to the things we are doing in ELA, with the ELA skills. The first log that I gave them we just started with is this book too easy, too hard, or just right, because as I said, we had to go back and work on that for a while. So they had to write down the title, if was too easy, hard, or just right, and then if it was fiction or nonfiction. So it was easy for them at the beginning, and they didn't see it as a chore. And it just gets a little bit harder as we go, and that way they don't really notice that it's getting harder. And then we went to the main character's name and character traits, and we spent several weeks talking about the character traits, how to find them and refer back to the text to prove that that really was a character trait. So this one that they're working on now just says, "What was the main character's name? And list two character traits." In our ELA study, we're working on cause and effect, so their next reader's response log, after we work on it for a few weeks, I try to make sure that they have it under their belts and really, truly understand what it is and how to do it, and then I'll put it on the reader's response – what was something that happened in the story and what caused it to happen? And try to connect it that way. So it's short and simple enough, but it provides accountability, and it gets them to think about those things that you've been working on.

## **What is the appropriate use of rewards for Independent Reading?**

**Linda Gambrell**

Deci and his colleagues have spent 30-40 years looking at the effects of extrinsic rewards on children's motivation to read and to learn, and there are a couple of things that are clear. It doesn't hurt in general to give children an extrinsic reward for doing something, and for very limited situations, it does work. For example, if you have a child who won't touch a book, who isn't interested in reading at all, and you know that they like – m&m's – a typical reward – read this book and I'll give you an m&m – it's not going to harm the child probably. But one of the things that we know about rewarding children for performance, particularly academic performance, is that if we offer them money for doing something, or tokens or rewards, the research is really clear – it doesn't do very much to increase their intrinsic desire to read. It does work for a short amount of time. So if you want to give extrinsic rewards, they are going to work for a very short duration of time. But once you take the reward away, typically children revert to their former behavior of not engaging or not meeting the expectation that the reward was given for.

My colleagues and I did some research several years ago on the reward proximity hypothesis. What that means is that if you are going to give a reward, if you can tie it to the desired behavior, that is going to have a higher probability of affecting a child's intrinsic desire to read. So if I want a child to read, what I might do is say, "Oh, I'm so glad you enjoyed those books about snakes. You did such a good job that I'm going to give you a reward. Here's another book on snakes that you can have for your home library." That's a reward that supports and encourages the child in engaging in reading behavior.

So if you're going to give a reward, don't give an extrinsic reward that's unrelated to the behavior, such as a token or a charm. If you want to increase reading, make it a reward that's related to reading – books, time to read. Those kinds of things are likely to promote the intrinsic desire to read. Don't worry about the extrinsic rewards. We all love a little bit of candy and a little bit of pizza. And some of these things are ways of celebrating reading. But we need to think about what are we doing to really increase intrinsic motivation to read. The most important ways are making those books available, and giving students time so that they can develop that reading habit so that they learn that reading for joy and pleasure and information is the really big reward.

Section Content: Conference Notes

***How do you take and organize conference notes?***

**Irby DuBose**

I write their name and what I see them doing. It's nothing fancy and nothing too difficult. It's really just what do I see them doing, what did they tell me, what did I catch, and what do I want them to do, where do I want them to go next. I try to leave every conference with – I start with, here's what you did well, here's what we can work on, now I want you to work on that. So I try to leave them with some kind of step of what to work on. Then I like to transpose these and I have a notebook, and I rewrite them on a conference sheet in the notebook, a data conferencing notebook. That kind of gives me some processing time. So here are my little dash notes, but when I transpose it, that's when I think, is this really the best thing. Conferencing, it's an art, and I don't think anybody has mastered the art of conferencing. Trying to think that quickly, but making sure you give the children really good, solid advice on where they can go next. So that think time is really important for me as a teacher. Did I do the right thing? Give them the right place to go. So that's my process. That's what I love about conferencing and notetaking. There are so many ways to do it. I'm always interested to see how other teachers take notes.

## **Apryl Whitman**

I have a notebook. The beginning of the year I was just jotting down on sticky notes, and that's not very effective because you lose the sticky notes and they go everywhere. So I actually did some research. We had some friends come in from the Teacher's College in New York and they gave us a form. It's just super quick. I can jot down what book they chose, what the genre was, some compliments and what the teaching point was on there. I can keep track of their comprehension, fluency, did they pay attention to the structure of the book, and vocabulary. So I have their name, I have the books that they've read, if it's a leveled book or a look book. I keep it in my notebook and that guides me for my mini-lessons, my guided reading, what books I'm going to put in the baskets, a lot of different things.

## **Christy Long: Google Forms**

My record keeping has changed a lot this year. I started out with just a form that I was writing down the title, date, teaching point, and any other comments. And then I was searching for more, because that just wasn't enough. So I searched on either Pinterest or Teachers Pay Teachers and I found someone that had done a Google form. So I talked with my librarian about what can I do with this, what can this give me. And she showed me how you can pull up different kinds of reports. I can pull up a class report. When I sit with the children after we talk about their book and I take a quick running record, then I'll take just 10 seconds to use a checklist and check off their reading behaviors and what they're doing and what I'm hearing – if they have choppy reading, or if they're attending to punctuation, and then I can get a whole class overview of what most of them are doing, and what does it look like they have control of? It says here that choppy reading was most of the class, so that's why I'm focusing on fluency right now. So then you just print it out at different times of the year, and it's a big overview of what's really happening.

Then I can go back and read my actual teaching points, I can read my compliments that I gave, the compliments, the teaching points, and any other observations. It puts the date stamp, the time, and everything – the child's name and the things that I'm seeing, exactly what I checked off for them, and how their comprehension was, and then their teaching points and compliments. So this is great for when you have teacher conferences, or if the child is in the process of the team trying to figure out how we can help this child, this is a great piece of information that we can use.

Interviewer (Ms. Durham): And then you can change your prompts as the kids do different things you've taught them.

Ms. Long: Right. Like right now, one of the things on there is finger pointing – are they pointing to the words? Hopefully, towards the end of the year, I can take that off, because that's one I won't need anymore. And I can start with other things in that form, like exactly what I'm looking for.

## Christy Long: Conference Notebook

My first form that I had with just the teaching points and compliments, that wasn't enough, and then I tried the google form, and sometimes I was searching for teaching points as the child was reading to me. So if I can take a quick running record, I changed my form again, and put the same things on there, but I left a big spot for the running record. So that way when I sit with the child, I can quickly see what they child is doing – is he doing a lot of rereading, things like that. It's just changed several times during the year and it's probably going to change again. I'm just trying to figure this out and see what works and what doesn't work and exactly what should happen next.

Ms. Durham: Do you keep these by date? Or by

Ms. Long: By child. Each child has their own page.

Ms Durham: So then you can see how often you've actually gotten to them.

Ms. Long: Then I make this form also. And you just check off each week, when you meet with them, to make sure you're not leaving someone behind and not meeting with them as much as other children.

I have sticky notes everywhere for myself to use and for the kids to use if they need them, as they're reading and as they're talking with their partners, I have sticky notes and I write down compliments about the specific things that I see and things that we need to talk about tomorrow. If it's something that I see, like there were a couple of them that did not have the book, after they had talked about their books they read together, and they were not sitting beside each other, so they were passing the book back and forth. So I said something to them, let's scoot your chair so you can both see, and so I write that down on my sticky note. And I'll use that sticky note tomorrow. It does no good really to mention it at the end of the day. But with the praises, if I can give specific praises, that's good to bring out to validate what they're doing and show them that I am looking for these specific things. The things that they need to work on for next time, I usually keep those for myself and talk about them before we get started. I noticed this happened and so today, let's try to do that differently.

## Section Content: Running Records

### **How do you use running record notations during Independent Reading?**

#### **Christy Long:**

After we talk about their book, I'll take a quick running record with them. I can quickly see what the child is doing – is he doing a lot of rereading, things like that. I'm going to look back at this and say, OK, what are these children doing? And you can get that from just a short running record. And that's a big aha I've had this year. You don't have to take a running record on a whole book to see are they using meaning, or using structure, or mostly visual, are they comprehending what they're reading. You don't have to do the whole book and take up the whole independent reading time to find out what one child is doing. You can figure out a lot by just a short running record. And you'll usually find a quick teaching point and a praise for them just from them reading just a short portion.

Interviewer (Ms. Durham): Do you ask them – do you take the running record at any particular point in your conferring, when you first come up and listen, do you – it's just whenever you're listening to them?

Ms. Long: It depends on what's happening when I pull my stool up next to the child. If the child is working on figuring out a word, if they're problem solving with a word, I'll just hang back and listen. If they're reading a poem and it's got a rhythm to it, I can listen to that. If they stop reading and look at me when I come up, that's a perfect time to talk with them, and say, "What are you reading?" and we can have our conversation first. And then I can say, "Can you read a little bit to me?" and then that's when I do the [running record and ] checking off. It just varies depending on what is happening. I just try to be flexible.

### **Example 1**

#### **Taking Running Record Notes While Confering (Classroom in Action)**

T: What are you reading now?

S: Goldilocks. I love this book 'cause it rhymes.

T: Oh, because it rhymes! Can you read me some?

S: (reading) Goldilocks has chicken pox, they started out as tiny spots. Please don't scratch them (rereads with more expression rather than just sing-song) "Please don't scratch them" said her mother. "Let's count them!" shouted brother. Shouted brother. "We might find a teddy bear or sss e – c – secret message hidden there. "Leave them be, a (pause) a grid – angrid – agrid – (looks at teacher) Bo Peep who happened by in s-e-ach – search of sheep. "That's sound a – vice – advice – advice – for chicken pox. It doesn't work for wayward flocks(?)

**Example 1****Conferring Based on the Running Record (Classroom in Action)**

T: Yep. I love how you fixed your mistake back here. You read, "Let's connect them, shouted brother" and what did you do?

S: I went back after I said brother and then I fixed it, cause that thing over there (turns to bulletin board) says go ahead and do it and then go back and read it.

T: Why did you go back and change it?

S: Because it didn't sound right.

T: It didn't sound right, did it. It didn't make sense, because he shouted it instead of shouted it, right? Would you share that with the class, when we come together?

S: This page?

T: Sure. OK, thank you. (child keeps reading and teacher begins notes).

**Example 1:**

**Sharing: Reinforcing the Teaching Point (Classroom in Action)**

T: Let's see, we have some friends who want to share. L\_\_\_, can you start us out?

S: The title is Goldilocks has Chicken Pox. (reads): Please don't scratch them," said her mother. "Let's count them" shouted her brother. "We might find a teddy bear or a see- secret message hidden there."

T: And why are you sharing this today? What did you do?

S: I didn't know the word and I kept on going and then I went back and fixed it.

T: OK. So you had said, "Let's connect them," shouted brother. And then what did you think in your mind?

S: That it didn't make sense and then I fixed it to shouted.

T: Yeah. So should she have just kept on reading, or should she have gone back like she did?

Ss: She should have gone back.

T: Yes. Very good. Let's give L\_\_\_ a "fantastic"

Class: Fannn – tastic (with motions)

S: And don't forget I went back to the very beginning on this one to this one.

T: We're going to let you share next. Does anyone have anything you would add to L\_\_\_, or to ask L?

S: How did she get it? The chicken pox?

T: How did Goldilocks get the chicken pox?

C(ontinues) S: (looks through book) I don't know cause when it starts off she woke up with it so I don't know.

T: She woke up with it. That's a good question.

S: They never told us how she got the chicken pox.

T: Good question, P. \_\_\_.

S: Did she ever get rid of the chicken pox?

S: She did, and they caught them from her.

T: Oh, no. She gave them to her friend.

## **Example 2**

### **Taking Running Record Notes While Confering (Classroom in Action)**

S: (reading as teacher sits down next to him on carpet) And look at – up here. Up up up. This is green too. It can help (stops, waits, skips word, continues after)

T: What sound does a u make? Does it say yu or does it say uh?

S: uh. Us. Or –

T: What would sound right?

S: (rereads) It can help us

T: Make sense? It does, doesn't it?

S: Yes

T: Yes, it does. It can help us.

S: We can go now. We can walk now. We can go in here. We can help – We can play here. We can have fun here – in here.

## Example 2

### Conferring Based on the Running Record (Classroom in Action)

T: Can I stop you right there? Let me tell you a little something here. I noticed you making some corrections right here. When I first sat down next to you, you read, "Look at –"

S: Oh, here

T: And you fixed it. Why did you fix it?

S: Because it didn't sound right.

T: It didn't sound right? Did it look right?

S: No

T: No, it didn't, did it. I want to show you a little something here. Can you write the word "this" for me. Write the word this, right here (in her notebook).

S: (writes t-h-i-s)

T: This has the word "is" in it.

S: Oh, yeah.

T: So can you tell me – can you find the word "this" on this page.

S: (searches)

T: You don't see "this" do you?

S: Nope.

T: Well, you read, "This is green too."

S: That is green too.

T: That is green too. What is the difference between "this" (writes it) and "that" (writes)

S: One has "the" and the other one has an a except for the l and that one has a t.

T: Yes, do you hear the "s" when you look at this one (in book)?

S: No.

T: So you would know that's not the word "this", right?

S: (nods)

T: Make sure when you are reading that you search all the way through. It makes sense, this is green too, but you want to make sure it matches what you're seeing, OK? Fantastic. Can you tell me what's happening in the story?

## Example 2

### Sharing: Reinforcing the Teaching Point (Classroom in Action)

S: I made a little mistake here. "Look up here." Right here, I made the mistake right here, I said "this is at this – and then I figured it out . Then I go back and reread.

T: So \_\_\_ was telling me he was reading "The St. Patrick's Day Dragon" and he made a little mistake. He read "this" when it said "that." But guess what, when he said, "This was green too," that sounds right, doesn't it? Does that sound right? Yes, this was green too. But if his eyes are checking the words, when he says "this" he doesn't see an "s", so should his mouth say "s"?

S: But it sounds more like this than that.

T: So, he looks at the word, and he sees "at" – "that". So what word's that?

S: That

T: That. Yes. So what he sees has to match what he says, right? Very good. Thanks for sharing that.

S: (spontaneously) Fan-tastic!