

Instructional Decision-Making Section – Example 2 – TRANSCRIPTS

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What can we learn about next steps for the student from his Tolds?

STEP 1: Analyzing Tolds

M: Now that you've had a chance to look over these running records, and try and put them into the correct columns – the columns – there's not a correct column I should say, and there are times when different things will fit in multiple columns. You'll put them there. What you're looking for is a pattern of responding from the child or a way of responding by this child, and a way that will let you into some insights into what to do to help the little person you're working with. So we're going to take a look at the 3 running records that you looked at: More Food for Big Cats, Mom Can Fix Anything, and Up in a Tree. The first step that you did was Tolds, and there were a couple of Tolds. As you saw, the good thing about the Tolds is that you have most of the Tolds in that last column where he makes some attempt. So as you look at that, what do you think that tells you he needs to learn to do about this?

A: Well, he definitely needs to firm up some of the high frequency words. He's got to get some more work with those.

M: Yep, he definitely does. And look, here he got food correctly in More Food for Big Cat, and it's kind of interesting, because he said "food" on this last page, cat food – see, he says, "Cat food" (shows close-up of book), but then he appeals, and you gave a Told. (shows chart) So what does that tell you he needs to learn to do?

A: He needs to be able to go back and check himself and make sure he's correct.

M: Chances are, he made this prediction out of what sources of information?

A: Meaning

M: Meaning. So now he has to check it using – visual. Right. So you might have to go back with him and say, "Look, what letter would you expect to see at the beginning of food?" F, yeah, what else would you expect in food? He may tell you the "d" at the end. "Now check it, does that look like food? So if it makes sense and looks right, you're right.

M: OK? So when we look at these Tolds, a lot of them occurred on the high frequency words. Now some of the words that he got Tolds on, while we would categorize them as high frequency words later on, at this point in time not high frequency words. "What" and those are not words that are under his control. So he's got to work on some of these high frequency words, and he's got to learn how to use visual information to confirm.

Step 2: What can we learn about next steps for the student from his errors and self-corrections on high frequency words?

ANALYZING HIGH FREQUENCY WORDS

M: On this analysis of high frequency words, he has more that he has self-corrected and less that he either let go of or needed a Told on (shows chart). So that's a good thing. The problem is that he's still juggling the high frequency words, when these words have to serve as anchors for him in this sea of print. At least some of these are going to have to be firmed up.

(Lesson excerpt) S=student; T=teacher

S: (reading): Look at – Look. I see big bumps. I like big bumps. Big – I like big bumps. Bumps are fun. I – am going – go – ing

T: Are you right?

S: Going to stop. The bumps are too big. I – am not stop – stopping. Bumps are fun.

And we saw that some of the high frequency words from the first analysis, where he had to get some Tolds, they were ones that began with vowels. So we're going to have to firm up what to do with those, because he's not quite sure about the look of those. He does a little better when they begin with consonants.

We're going to have to teach him some high frequency words. There's no question; we're going to have to be deliberate about it, and strategic about it in that we're going to have to teach it, and make sure it keeps coming up, and revisit it, revisit it through his writing, keep reinforcing it. He needs many, many exposures before he's going to get a real solid hold on them. We see that because of how he's having to self-correct some of these words that we have listed as known for him.

Step 3: What can we learn about next steps for the student from his monitoring?

ANALYZING MONITORING

M: Finally, in the monitoring, that's a good thing with him. He knows he's wrong, and he either self-corrects or makes another attempt. The good thing is, he predicts out of meaning and structure, knows he's not right, like he did here with "said" for "and", that I think was in *The Big Cat* too. It would make sense to say, "'Look in my bowl,' said the Big Cat. 'My bowl is empty' said – " Because, he said something and then they tell you he said it.

A: Yes, he's relying on that repetition

M: But he knew he wasn't right, so what did he do? He began a visual analysis. Then he got tripped up with a bit of his letter knowledge, that's a little confusing. And see, even though, I really would probably move cape and kite in *Mom Can Fix Anything* – I really should put that as an MSV error, because the "c" and the "k" make the same sound. So he's really noticing some things, he's just not quite sure how to deal with them.

How does the analysis of Tolds, High Frequency Words, and Monitoring help a teacher choose an appropriate book to help the child progress as a reader?

USING THE ANALYSIS TO CHOOSE A NEW BOOK

M: So that now leads us to what does he need to learn to do? Well, you hit one of the points. He's got firm up –

A: Those high frequency words in his reading and writing vocabulary

M: His reading and writing vocabulary. He's got to get more solid with that. So how are we going to do that?

A: We need to make them more frequent in the books that we're reading.

M: Right. He's got to have much more experiences in print. People want to put them on flash cards, and he probably does need a little bit of flash card practice in his lessons, with a couple of these words, but you can't make a hundred flash cards. What he needs to do is read 100 books and have these things keep coming up over and over again in these books. So if you decide to work on a high frequency word, you're going to have to make sure it keeps coming up in both his reading and his writing.

M: And the second thing is he's beginning to use that first letter visual. So we've got to make that productive, so that he can make the cross-check with meaning and structure. The good thing is, he knows how to think about the story using some of the pictures, and he can make some predictions from his language. But it's probably easier right now if he has some help from the picture.

A: What would you do about moving up his level?

M: I think if we keep him in the lower levels, it's just going to make him rely on what he's already good at, which is his oral language. And he's not going to look with the detail he needs to pick up these high frequency words. That's what's happened. He can read the 2s and 3s and 4s because they have the repetition. The only w word on the page is went. But then when he sees "went," and "where," and "with," we saw that in the running records, he has trouble with it, because he can't pull that up. So, he's got to get into more higher level books.

M: And you're not going to get the cross-checking in the earlier level books. The hard word is the picture. And it's not going to have – they're going to use horse, they're not going to interchange horse and pony on these early level books. 11:31 So he's got to get into these books at levels 5 and 6, and if you think about what he needs, in those early level books, 1-4, what you're trying to do is teach them to match 1-1, read left to right across the print, use your language, develop some story structures, those kind of things. That's what's in those levels of books. He does those things. So we've got to get him into these 5s and 6s so he can get practice with cross-checking and be exposed to some of these words.

M: So I was thinking, here's a collection of books that I think would allow him to do it. Like, this is *Our Dog Sam*, and he's between a 5 and a 6. "Our dog Sam likes to go for a" – he's going to say "walk," and hopefully he'll start noticing –

A: The visual information

M: And he'll have enough support from the picture to use it. Now this one is a little less obvious, "Our dog Sam likes to " – He's going to say "dig," But the most important thing is for him to realize he's not right, to monitor. if he says "dig" there, you might give him some choices, because he'll go, "hhh". He knows the sound of h. So he'll do that. So this one has

some really good opportunities. I like this one. He does know “me.” Hopefully he’ll get “meet” out of that.

M: Little Chimp Runs Away, all of these kinds of books, they have lots of high frequency words occurring over and over and over again, so they would make some good choices for him. And this one, “Where are You Going Aja Rose?” again, the cross-checking, there’s some help from the picture, and it’s got some of the high frequency words he knows, “go” and “going,”

A: the endings,

M: And this repetition, “Where are you going Aja Rose?” will help carry him through the story. (shows text). So which one of these are you thinking of doing next?

A: Well, he’s read one of the Ben books before, so he’s familiar with the characters, so I think that might be a good one.

M: OK, so we’ll read that one. What about “Where Are You Going, Aja Rose?”

A: I definitely think that would be a good one for him. I like the use of where they’re talking, because that kind of helps him get going.

M: OK. This one has a little more repetition. This one (Ben) doesn’t. So would you put this one (Aja Rose) first, and then go to one with less repetition?

A: Yes

M: OK.