EDMS 462/ EDMS 462B
Teaching Reading and Language Arts in the Elementary School

FIELDWORK GUIDE

Reading and Language Arts
School of Education
Sonoma State University
FIELDWORK INTRODUCTION

This semester, you will work in an ethnically and linguistically diverse classroom (grades K-8) as a part of this course. This is a wonderful opportunity to marry theory with practice while you develop your own set of effective reading and language arts procedures, strategies, mini-lessons and assessments. You are required to spend a minimum of 30 hours observing, teaching and reflecting on the language arts instructional period of your placement.

If you are not in EDMS 476, EDMS 477B or an assigned classroom, you will need to arrange to be in a K-8 classroom for approximately 3 - 4 hours a week during the reading and language arts instructional block. Your reading methods instructor can give you some suggestions for linguistically and culturally diverse schools. Remember to give a copy of the Letter of Introduction (handed out in class) to your mentor teacher and the school principal.

In consultation with your mentor teacher, choose individuals and small groups of students to observe and work with in reading and writing. When possible, conduct whole class lessons, conversations and debriefing sessions related to reading, writing and the language arts. Please record your observations, activities and experiences in your Fieldwork Log. At the end of the semester, please submit the Fieldwork Log (A form to duplicate is at the end of this guide) and the Fieldwork Assignment.

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THE FIELDWORK ASSIGNMENT

The following section provides guidelines for what you need to do and what you need to turn in. It is intended that you practice many types of reading, writing and language arts strategies, mini-lessons and skills instruction. It is expected that you have opportunities to plan for instruction based on informal assessments and work with individual students, small groups and the whole class. In addition, you will interview your master teacher and observe literacy and learning environments with the intention of collecting information for your own future classroom.

This field guide is a collection of materials that you can use in your field placement. It is organized around the California Standards for the Teaching Profession. These standards are the same ones that you will be evaluated on in your first few years of teaching. The idea is to make your field practice congruent with your first teaching experiences and responsibilities as much as possible. A CAUTIONARY NOTE: There are many items in this field guide, but you do NOT need to feel compelled to use all of them this semester. Do as much as you can in your particular classroom setting. Be confident in substituting or adding items to any of these categories from the course materials, your readings, Internet exploration of curriculum links or from your field placement. For example, if the school you are at has an assessment that is different than the ones in the Fieldwork Guide or the ones highlighted in class—of course you should use it. When in doubt, check with your instructor.

At the end of the semester, you will turn in a sample of the work that you did in your field placement. This sample should represent the type of work that you have carried out during the semester. This assignment is intended as a way for you to document and reflect on your fieldwork experience as it relates to Education 462/462B.
What You Need to Do

1. INTERVIEW WITH CLASSROOM TEACHER
Early in the semester, interview your mentor teacher using the teacher interview following the Developing as a Professional section of this guide. Interview at least one teacher. If time and opportunity allow, interview a beginning teacher, a veteran teacher, a parent, the principal, or a school board member.

INTERVIEW WITH CLASSROOM TEACHER
Arrange a mutually convenient time to sit down with your cooperating teacher and conduct an interview. Take notes (or use a tape recorder) and then write up the interview in your journal. Ask the following questions. Feel free to ask any additional questions that interest you and/or change the questions above to gather information that is important to you.

1. What is your theoretical orientation to teaching Reading? (In other words, how do you believe reading should be taught?)
2. What approaches to teaching have you found to work the best for you?
3. What strategies or activities do you find most helpful when teaching Reading?
4. How do you plan for Reading Instruction?
5. How do you assess Reading?
6. How do you accommodate children with differences (i.e., gifted, learning, disabled, students with limited English proficiency) in your Reading Program?
7. How would you describe the connection between Reading and Writing?
8. How do you integrate Reading with other areas of the curriculum?
9. If you could change anything about the way Reading is typically taught, what would you change?

2. CLASSROOM LITERACY ENVIRONMENT OBSERVATION
Early in the semester, do a few focused observations of the classroom language and literacy environment. It is a good idea, if time and opportunity allow, to repeat these observations in other classrooms as well.

3. WORK WITH A STRUGGLING READER
With the assistance of the classroom teacher, select a student who is presently not meeting expectations for reading competence at this grade level. Focus on this student for one hour of observation during Reading Instruction. Every five minutes, make a notation about what he/she is doing. Try to envision the classroom from this child’s point of view. Write down how you think this child may feel about the lesson being taught and how successful you think the child feels based on outward signs and participation. How would you change instruction to better meet the needs of this child?

Using a variety of reading assessments, conduct an analysis of this student’s reading potentials and strengths. There are several informal measures available to assist a teacher in identifying a struggling reader’s strengths. It is suggested that you teach through the student’s greatest avenues of success—or use what is working to get at what might not be in operation at the expected level. Work with the student using a variety of instructional strategies. Keep a record of the student’s work and your insights regarding the student.
The following literacy strategies and assessments are found in this guide, are in your course texts or have been highlighted in class:

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<td>Phonemic Awareness Inventory</td>
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<td>Language Experience Approach</td>
<td>Reading Strategies that focus on expanding reader’s reading ability: Guided Reading, shared or partner reading, literature circles and the like.</td>
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<tr>
<td>IRI’s: graded word lists, passages in oral and silent reading followed by comprehension questions.</td>
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**Add strategies and assessments that are in place at your school site.**

4. **TEACHING READING TO WHOLE CLASS AND SMALL GROUPS**  
Teach reading and language lessons to whole class and small groups using course materials, instructional strategies and theoretical concepts under the direction of the classroom teacher. Keep a record of your experiences. Reflect on what the students learned and what you learned from each experience. Your fieldwork should include at least:

A **reading lesson: Bring lesson plans for the shared reading lesson on __________ (to be determined in class).** You will share your plans with classmates who will ask you important questions and give you valuable ideas.

A **writing lesson: Bring lesson plans for an interactive writing lesson on __________ (to be determined in class).** You will share your plans with classmates who will ask you important questions and give you valuable ideas.

At the end of the *Fieldwork Guide* you will find the websites for the Reading and Language Arts Framework for California Public Schools: Kindergarten through Grade Twelve and the English—Language Arts Content Standards for California Public Schools: Kindergarten through Grade Twelve. You will become familiar with these documents throughout the semester. Use the, to identify the standards your lesson plans address.

Your fieldwork should include opportunity to explore instructing students in literacy areas using:
- Rich, children’s literature to decodable texts
- Prediction/Confirmation Strategies
- Strategies that highlight the four cueing systems of language: Semantics, Syntax, Pragmatics and Grapheme-Phoneme.
- Reading materials such as Pocket Charts, Sentence Strips, Chart Stories, etc.

Additional assignments related to teaching reading, writing, spelling, and any aspect of language arts should be included as appropriate.
What You Need to Turn In

1. **INTERVIEW AND OBSERVATION REFLECTION**
   Early in the semester after your interview(s) and observation(s), write a 2-3 page summary of the teacher’s philosophy and how you see this philosophy reflected in the classroom environment and instruction. Note congruencies, anomalies, and other salient points. Be sure and highlight how what you have learned in class in EDUC 462/462B relates to what you are observing in your fieldwork or what is happening in your own classroom. Here are some questions to guide your observation:

2. **CLASSROOM LITERACY ENVIRONMENT OBSERVATION**
   How is the class organized for Language Arts Instruction? Write your observations and include a section on how lessons are taught? Consider what happens before, during and after instruction. What methods of instruction were used? What kinds of texts and materials are used? Did the teacher assess learning after the lesson? How would you assess student learning? How does the teacher set up groups? Are the groups flexible (i.e., do they change to meet individual student needs)?
   - What kinds of activities does the teacher use during the Reading Group time? What kinds of activities are assigned to children at their seats? What do they do when they need help?
   - What kinds of writing activities are taking place? Is there a writer’s workshop? Is invented spelling accepted during the composing process? Who revises and edits the students’ work? Is the Writing Process taught explicitly by the teacher?
   - Observe the class for a thirty-minute period during Reading/Language Arts. Write down all the opportunities children have for oral language development.
   - How is phonics taught in your classroom?

3. **STRUGGLING READER REFLECTION**
   At the end of the semester, write about your work over the semester with one student who experiences difficulty in reading and writing. Summarize your findings and your ideas for future directions for this student in a two-three page reflective paper. Include the following information:
   - An introduction/description to your struggling reader
   - Teaching strategies and assessments you used (from the Fieldwork Guide and other sources) and why you used them
   - A reflection on your experience
   - Your analysis of this student’s current literacy potential and strengths as well as next steps for instruction

4. **WHOLE AND SMALL GROUP INSTRUCTION SUMMARY AND REFLECTION**
   Describe one of the reading, writing or language arts activities you conducted with a whole class or a small group. Feel free to include annotated samples of student work. Your annotations should describe what you see in these artifacts. Include the lesson plan you developed. Write a 1-2 page reflection piece about your lesson. Consider:
   - What went well?
   - What would you change?
   - What important insights did you gain?
   - How did you address English language learners?
   - How did you link the lesson with appropriate grade level Language Arts standards?
   - How did the lesson incorporate course concepts?
FIELDWORK CRITERIA

Students:
Use these pages to track the in-class and field learning experiences that are in parallel with CCTC and RICA requirements.

FIELD EXPERIENCE/STUDENT TEACHING OBJECTIVES:

This course will address the following elements of literacy development:
I. Phonological Awareness
II. Concepts About Print and Letter Recognition
III. Systematic, Explicit Phonics & Other Word Identification Strategies
IV. Spelling Instruction
V. Vocabulary Development
VI. Reading Comprehension
VII. Student Independent Reading and Its Relationship to Improved Reading
VIII. Relationships Among Reading, Writing, and Oral Language
IX. Diagnosis of Reading Development: Use of assessment and Evaluation Data
X. Structure of the English Language

In column 1, write the date you first are introduced to the concept or you first learned about it through your reading, observations, conversations with practitioners, fellow candidates, etc. In column 2, write the date when you practice or demonstrate fuller understanding of the concept in your fieldwork.

As a result of taking this course and participating in the accompanying fieldwork, the students will be able to:

1. Explain the nature of the reading process and discuss how teachers can help children use multiple cue sources and a variety of strategies to problem-solve as they read and write. (I, II, III, X)

2. Develop instructional practices based on their beliefs about reading and writing processes. (I, II, III, IV, V, VI, VII, VIII, IX, X)

3. Assess students using miscue analysis, the Observation Survey, anecdotal notes, writing samples, and observational checklists, in order to determine each student’s instructional reading level and knowledge about writing. (X)

4. Design and employ activities which foster the development of emergent literacy behaviors by working with emergent readers. (I, II, III)

5. Explain what is meant by independent, instructional and difficult reading levels and be able to select texts at the appropriate levels for independent reading materials and for reading instruction. (VII, IX)
6. Be able to articulate the differences between shared reading, guided reading and independent reading, and design and teach a shared reading lesson. (VI, VIII)

7. Describe and develop strategies and materials which promote reading skill development in the following areas: 1) fluency 2) comprehension; 3) vocabulary and concept development; and 4) work identification through four cueing systems--semantic, syntactic, schematic, and grapho-phonic, and be able to articulate and design instruction to address each area. (I, III, V, VI, VII)

8. Demonstrate familiarity with a broad range of literature, including cross-cultural pieces, which can be used to stimulate interest in and positive attitudes toward reading and one another, as well as develop reading skills. (VII)

9. Select a range of reading materials and instructional strategies appropriate for meeting the needs and interests of elementary students, including gifted, linguistically different, English language learners, and students with reading difficulties. (VI, VII, VIII, IX, X)

10. Describe and develop methods for fostering writing development including interactive writing, independent writing, spelling, and penmanship; and design and teach an interactive writing lesson. (III, IV, VIII)

11. Develop ways of organizing and managing a classroom for individual, small-groups, and large group instruction in reading and language arts. (VII, VII)

12. Use a variety of sources of knowledge about reading and language arts, including professional organizations, community resources, journals, and texts.

13. Apply his/her knowledge of reading and language arts within a school setting by 1) observing, describing, and reflecting upon the reading and language arts programs 2) planning, implementing, and analyzing lessons taught to individual children, small groups or the whole class.


15. Begin to compile a portfolio section in your resource notebook containing evidence regarding your understandings about and demonstrations of success in teaching reading and language arts.
California Standard for the Teaching Profession:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING
Getting to Know You Interviews

The following interviews can be conducted orally, one-on-one with a student or can be completed by whole groups in writing. The information you gain can be used in many ways including curriculum and assessment planning, book selection and collaborative group formation. Feel free to revise the questions in any way in order to gather information about your students that you need for planning.

Getting to Know You

1. What do you like to do on the weekend?
2. What is your favorite TV program? Video game?
3. Tell me about your pets, if you have any.
4. What is the best thing you’ve ever done on vacation?
5. Tell about the best gift you ever received.
6. Tell about the best gift you ever gave.
7. What would you like to do on your birthday this year?
8. What sport do you like best?
9. What would you like to be able to do very well?
10. Do you have any hobbies? If not, what hobbies interest you?
11. What new subject would you like to see taught in school?
12. Tell something about your family.

*****

Getting to Know You as a Reader

1. Do you like to read?
2. What is the best book you’ve ever read?
3. What kind of books do you like to read? (biography, mysteries, animal stories, fantasy, information books, science fiction, other)
4. Do you own any books? Tell about them.
5. How often do you read?
6. Do you like to be read to?
7. Is it easy or difficult for you to find books you like?
8. Do pictures help you read the story?
9. Who is your favorite author?
10. Who is your favorite illustrator?
11. Do you have a library card?
12. How often do you go to the library?
13. Name a character you have read about and tell why you like that character.
14. If someone were to select something for you to read, what should that person keep in mind so that he or she will pick out the perfect thing for you?
Language Experience Approach or LEA
LEA can be conducted with a whole class, small group or individual child.

Start with one or two children.
Have a conversation with the child(ren). Get to know them. Let them know a bit about you.
The child recounts a story.
You record the story in a prepared booklet.
I often begin with a large chart page for the whole story.
Then I copy each sentence on a single page.
Let the child discuss and illustrate the story.

After you have recorded the story, read it back to the child.
Ask if you got it right? Is there anything they would like to change?
Then reread the story together, matching voices if possible.
Ask the child if he/she would like to read all or part by themselves.

Play with the language available. Ask what words they would really like to learn to spell, for example.

The experience also has a reflective component that allows for teachers to examine the actual events of the day (if the child chooses to write about school) as well as to allow for time to analyze the underlying language principles observed in the child.

Exploration of Environmental Print Knowledge
Children first read the world (Frieres) and then they come to read the word. In other words, the print found in our everyday lives is the first graphic text that young children read.

Using the information provided in class, make an environmental print book with your student. The book can follow the simple, I Like . . . format or be specifically tailored to the student you are working with on this activity.

Observe the student’s reaction to being capable of reading their school’s name in print or McDonald’s golden arches and the like.

Exploration of Name Literacy
Using the information provided in class, create some name literacy opportunities. Some ideas include reading classmates names on sign-up sheets or student work displayed in the classroom. Another idea is to have the student make a family book and draw and name each member of their family and their friends.

Transaction with wordless picture books, patterned and predictable texts
Using the information provided in class, create some literacy opportunities using wordless, patterned and predictable texts.
Create chart stories, cloze activities with rhyming text and the like. Observe the student’s progress with these literacy opportunities.

What are you seeing?
What ideas do you have about the student’s capabilities?
Where might you need to teach certain strategies and concepts to the student?
What course of action for instruction do you recommend?
RECORD OTHER STRATEGIES THAT YOU HAVE LEARNED THIS SEMESTER
California Standard for the Teaching Profession:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS
FOR STUDENT LEARNING
DIMENSIONS OF LEARNING*
Classroom Observation Tool

Confidence and Independence
Are students encouraged
I. to ask question, initiate topics for discussion, and select new texts to read?
II. to risk error and to make better miscues?
III. to volunteer information and possible solutions to their reading difficulties?
IV. to feel a growing pleasure and involvement in their own literacy development?

Experience
How are students encouraged to use prior knowledge to make sense of reading?
In what ways do students apply their experiences to a range of authentic texts and activities?
What evidence is there that students are expanding their range and variety of experiences?

Skills and Strategies
Are students learning to use a wide range of meaning-making skills and strategies to figure out unknown concepts and terms they meet in print?
In what ways are students learning not to rely too heavily on any one particular strategy?
Do students have opportunities to demonstrate effectiveness in reading, writing, speaking and listening across a range of genre?

Knowledge and Understanding
In what ways do students show what they have come to know through reading?
What evidence is there that students are adding to personal knowledge and understanding?
What does voluntary reading reveal about students’ knowledge of purposes of literacy?

Reflectiveness
Are students increasingly able to describe what they are learning to do and what they understand?
What kinds of questions do students pose?
Are students increasingly aware of their own responses to a text? To the writer’s intentions? The way the text is written? Commonalities among texts they have read?
Do students understand that their miscues provide “windows” on their reading process?
Can students provide criteria for assessing their own literacy?

California Standard for the Teaching Profession:

UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
RECORD HOW THE CALIFORNIA ENGLISH—LANGUAGE ARTS CONTENT STANDARDS EVIDENCED IN YOUR FIELD PLACEMENT CLASSROOM
California Standard for the Teaching Profession:

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
# READING INSTRUCTION – PLANNING FORMATS

The following are typical reading plans. Each can be adapted or changed to meet learners’ needs.

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<th>Guided Reading</th>
<th>Language Experience (LEA)</th>
<th>Whole to Part to Whole</th>
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<tbody>
<tr>
<td><strong>Grouping</strong> - students are grouped according to assessed level or ability often using published materials and guidelines. Typical group size is 3-5.</td>
<td><strong>Grouping</strong> - Based on interest, self-selection or teacher’s awareness of social, emotional or learning needs. Can be ind, small group or whole.</td>
<td>Literature Circles/Book Clubs <strong>Grouping</strong> - Based on interest, self-selection or teacher’s awareness of social, emotional or learning needs.</td>
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<tr>
<td><strong>Into</strong> - Access prior knowledge and teach new skills and vocabulary including phonemic awareness and phonics</td>
<td><strong>Into</strong> – Access prior knowledge by discussing a shared event or common experience</td>
<td><strong>Into</strong> - Access prior knowledge: a web, k-w-l chart, teacher reads a related text, poem, etc.</td>
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<tr>
<td>Through - 1) Teacher reads and models fluency. 2) Students take turns reading sections of the text aloud. 3) Students answer questions about the text posed by the teacher.</td>
<td>Through - 1) Students recount story. 2) Teacher records story on chart paper. 3) Teacher reads story. Group edits, revises, reads until group is satisfied. 4) Group reads/rereads in turn and rewrites story for themselves.</td>
<td>Through - 1) Group reads silently. 2) Students stop from time to time and discuss their understandings, questions, thoughts and ideas and resumes reading. 3) Teacher facilitates multiple groups w/ a variety of strategies.</td>
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<tr>
<td><strong>About</strong> – After many readings, attention is drawn to textual features: phonics, onset/rime, sound/letter, words, word parts. The focus is on patterns in the text. Focus on predetermined sequence of skills.</td>
<td><strong>About</strong> - After reading, the students’ attention is drawn to the parts they contributed, the features of the text. Focus on personal connections w/the text and learning how text operates. Teacher highlights skills based on observed needs.</td>
<td><strong>ABOUT</strong> - After reading, the students’ attention is focused on meaning transactions. Students read to learn, read to learn about reading and language and read to become better readers. Teacher highlights skills based on observed needs.</td>
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<tr>
<td><strong>Beyond</strong> - Exercises w/ words, word cards, story strips, matching activities, worksheets followed by: drama, art, music, etc..</td>
<td><strong>Beyond</strong> - Students create their own personal story book from the LEA chart. Illustrate it and add it to class or home library. Story is reread often.</td>
<td><strong>Beyond</strong> - Students present understanding of text via reader’s theater, story play, storyboards, art, music, drama, etc. AND read similar texts independently.</td>
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## Common Features of All Models
- Writing -- should be integrated into all of the reading plans.
- Storytelling – everyday there should be a time for the teacher to read great stories.
- Sustained, silent reading - everyday, every child should read independently a text of choice.
- Mini-Lessons or Skill Instruction – everyday children should think about reading and language and how they operate.
RECORD OTHER PLANNING FORMATS THAT YOU LEARNED THIS SEMESTER
California Standard for the Teaching Profession:

ASSESSING STUDENT LEARNING
CONCEPTS ABOUT PRINT TEST — MARIE CLAY

Here are the most pertinent excerpts from an early literacy perspective. Administration and scoring: Before starting, thoroughly familiarize yourself with this assessment instrument. Use the exact wording given below in each demonstration. Say to the child: “I’m going to read you this story but I want you to help me.”

**Item 1 Cover** Test: For orientation of book. Pass the booklet to the child holding the book vertically by outside edge, spine towards the child. Say: “Show me the front of this book.” Score: 1 point for the correct response.

**Item 2** Test: Concept that print, not picture, carries the message. Say: “I’ll read this story. You help me. Show me where to start reading. Where do I begin to read?” Read the text. Score: 1 for print. 0 for picture.

**Item 3** Test: For directional rules. Say: “Show me where to start.” Score: 1 for top left.

**Item 4** Say: “Which way do I go?” Score: 1 for left to right.

**Item 5** Say: “Where do I go after that?” Score: 1 for return sweep to left. (Score items 3-5 if all movements are demonstrated in one response.)

**Item 6** Test: Word by pointing. Say: “Point to _____ while I read it.” (Read slowly, but fluently.) Score: 1 for exact matching.

**Item 7** Test: Concept of first and last. Read the text. Say: “Show me the first part of the story.” “Show me the last part.” Score: 1 point if BOTH are correct in any sense, i.e. applied to the whole text or a line, a word or a letter.

**Item 10** Test: Line sequence. Say: “What’s wrong with this?” (Read immediately the bottom line first, then the top line. Do NOT point.) Score: 1 for comment on line order.

**Item 11** Test: A left page is read before a right page. Say: “Where do I start reading?” Score: 1 point for left page indication.
Item 21  Test:  Letter concepts.
Say:  “This story says  “The waves splashed in the hole” (or “The stone rolled down the hill”). I want you to push the cards across the story like this until all you can see is (deliberately with stress) just one letter.” (Demonstrate the movement of the cards but do not do the exercise.)
Say:  “Now show me two letters.”
Score:  1 point if BOTH are correct.

Item 22  Test:  Word concept.
Say:  “Show me just one word.”  “Now show me two words.”
Score:  1 point if BOTH are correct.

Item 23  Test:  First and last letter concepts.
Say:  “Show me the first letter of a word.”  “Now show me the last letter of a word.”
Score:  1 point if BOTH are correct.

Item 24  Test:  Capital letter concepts.
Say:  “Show me a capital letter.”  Score:  1 point if correct.

BURKE READING INTERVIEW — CAROLYN BURKE (1987)

- When you are reading and you come to something you don’t know, what do you do?
- Do you ever do anything else?
- Who do you know who is a good reader?
- What makes him/her a good reader?
- Do you think she/he ever comes to something she/he doesn’t know when reading?  If your answer is yes, what do you think he/she does about it? If no, what do you think she/he would do if she/he came to something she/he didn’t know?
- What do you think is the best way to help someone who doesn’t read well?
- How did you learn to read?  What do you remember?  What helped you to learn?
- What would you like to do better as a reader?
- Describe yourself as a reader.

MISCUE ANALYSIS

Miscue analysis is a procedure for assessing student’s reading comprehending process and comprehension based on analysis of oral reading behaviors. Miscue analysis is a notion advanced by Ken Goodman, and it is predicated on the belief that students’ mistakes when reading are not random errors but, actually reflect their attempts to make sense of the text using their experiences and language skills. Therefore close attention to what students are saying can become a rich source of information on what a student is capable of, where he/she may need to go next and what we might teach.
Miscue Analysis of oral reading yields:
1. research-based information about the reading process
2. a window into a student’s reading strategies
3. a path for in making decisions for strategy instruction
4. evaluative information about the text

When students substitute one word for another (or more than a single work), skip a word, regress to correct, and so on, teachers decide what this tells them about the reader’s strengths and strategies and what it suggests about teaching opportunities. The instructional decisions teachers make are based on whether they think the student’s miscue is significant to the whole meaning of the reading at hand.

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<th>Miscues</th>
<th>Potential Instructional Decisions</th>
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| Student substitutes one word for another. EX: house for home *or* house for horse | Teacher decides if the substitution is significant. If insignificant; t. does nothing.  
If significant (i.e., disruption of meaning) t. encourages student to read further (e.g., to the end of the paragraph) and use context to figure it out. |
| Student skips a word | See above. Teacher can focus student’s attention on word features, such as initial letter, sound, prefix, suffix etc. |
| Students hesitates (more than 5 seconds) the hesitation and what strategies | Teacher attempts to determine what caused the student brings to the act of reading. |
| Student changes meaning of the text | To what extent is meaning lost or maintained? Discuss the meaning of the text with the reader. |

The following questions will assist you in describing the strategies the reader is using, as well as the effectiveness and efficiency of these strategies:

- Does the reader self-correct for meaning?
- Does the reader substitute a word or words with the same meaning as the text?
- Does the miscue affect the grammatical acceptability of the sentence?
- Does one miscue cause another miscue(s) to occur?
- What overall patterns of reading behavior emerge?
- How do the reader’s miscues relate to the retelling?

You may find it useful to take your understandings of the reader and insights into the reading process, and write up a description of the readers’ strategies, strengths and needs. Consider another professional (e.g., next year’s teacher) as the audience. Also consider how you would share your insights with the reader’s parent or guardian.

**STORY RETELLING**
A miscue analysis is never complete until the retelling is done. Analyzing readers’ miscues provides valuable insights into the *comprehending process*. That is, what readers do as they make meaning from text. The retelling provides information about *comprehension*; it focuses more on the product of reading. Information about how the
reader processes the text and what the reader understands/remembers from the reading provides the teacher/researcher with a comprehensive picture of that reader. Story retelling is significantly different from asking a predetermined list of “comprehension questions.” Retelling gives readers the opportunity to share what they remember and what they consider important. Giving readers the space to retell the story provides you with much more information about their understandings, insights and confusions. Retelling allows the reader to lead and the teacher/researcher to follow. It’s never easy the first time(s) because we are often so used to asking questions. As you gain experience and reflect on you performance, you’ll improve (this is why audiotaping is so important). An important tip: when in doubt, try to be quiet.

Other Story Retelling Tips
1. Get to know each other
2. Be sure you know the story
3. Ask the student to tell you what they remember. (Don’t give cues to the reader. e.g., “What was the dog’s name?” Later, when the reader has told all they can, you might ask, “Can you tell me more about the dog?”
4. Don’t rush—wait for answers and think through your questions. When the reader stops talking, ask “Do you remember anything else?” If they say “no,” then you should go back to information they have already provided and ask for more information/clarification/etc. (see Tip # 3)
5. Always ask for more information with prompts like: Tell me more about that. or That’s interesting. What else do you think about that?
6. Other prompts might include: What really interested you? What made you happy, nervous, scared, sad, etc.?
7. Don’t ask lots of specific questions, but never take I don’t know, yes, no for final answers. Explore further!
8. Follow up on questions you have based on the reader’s miscues (i.e., confusions, name changes, misinterpreted facts, omissions, substitutions and nonwords).
9. When all is said and done, ask anything you want! For example, “How did you figure out that he was the mayor?” or “Do you know what a ‘swashbuckler’ is?”
Other Assessments
There are many other informal/formal assessment tools available to assist a teacher in identifying a struggling reader’s strengths. It is suggested that you teach through students’ greatest avenues of success—or use what is working to get at what might not be in operation at the expected level.

- Interviews: Individual and group surveys and interviews
- Checklists: prepared or teacher-constructed observational tallies
- Observational Measures: anecdotal records
- IRI’s (Informal Reading Inventories): graded word lists, passages in oral and silent reading followed by comprehension questions
RECORD OTHER ASSESSMENTS THAT YOU HAVE LEARNED THIS SEMESTER
California Standard for the Teaching Profession:

DEVELOPING AS A PROFESSIONAL EDUCATOR
SSU, School of Education Literacy Website
http://www.sonoma.edu/users/n/nickel/LiteracyLinks.html

Selected Professional Organizations for Language Arts Teachers
California Association of Bilingual Education
http://www.bilingualeducation.org/

California Association of Teachers of English (CATE)
http://www.cateweb.org/

California Association of Teachers of English to Speakers of Other Languages (CATESOL)
http://www.catesol.org/

California Reading Association (CRA)
http://www.californiareads.org/

The California Writing Projects
http://sg.dir.yahoo.com/regional/u_s_states/california/education/california_writing_project/

International Reading Association (IRA)
http://www.reading.org/

National Association of Bilingual Education (NABE)
http://www.nabe.org/

National Councils of Teachers of English (NCTE)
http://www.ncte.org/

National Reading Conference
http://www.oakland.edu/~mceneane/nrc/nrcindex.html

National Writing Project
http://www.writingproject.org/

Phi Delta Kappa International, Inc.
http://www.pdkintl.org/

Teachers of English to Speakers of Other Languages (TESOL)
http://www.tesol.edu/

State Educational Agencies

CA Department of Education:
http://www.cde.ca.gov/index.html

Reading and Language Arts Information and Resources: http://www.cde.ca.gov/ci/reading.html

Reading and Language Arts Framework for California Public Schools: Kindergarten through Grade Twelve
http://www.cde.ca.gov/cdepress/1ng_arts.pdf

English—Language Arts Content Standards for California Public Schools: Kindergarten through Grade 12
http://www.cde.ca.gov/board/pdf/reading.pdf

Sonoma County Office of Education
http://www.sonoma.k12.ca.us/x

Revised Fieldguide, 8/26/02
LIST PROFESSIONAL LITERACY ARTICLES AND JOURNALS YOU HAVE READ OR DISCOVERED
FIELDWORK LOG EXAMPLE

FIELDWORK LOG — BLANK