Setting Sail in New Seas: How Predictions of Progress can help navigate the way to a self-extending system

Teri Turner
Reading Recovery Teacher Leader
York Region District School Board
Session Goals

- What are Predictions of Progress?
- Why write Predictions of Progress?
- How to chart course at the beginning of a series of lessons
- How to maintain course during a series of lessons

- Aim- Self-Extending System
### Self-reflection Tool

### Predictions of Progress: Constructing Lessons for Individuals

Sharon Gibson
Trainer, San Diego State University

Journal of Reading Recovery 2012

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Going on a journey?
### Predictions of Progress ARE:
- Individualized teaching plans for each child
- Long term goals for this child
- Short term goals for this child which are monitored and modified throughout the series of lessons based on observable evidence
- Attention the teacher will take to ensure the individual needs of the child are kept at the forefront of each interaction
- Written at the beginning of a series of lessons using the Observation Survey Tasks, and modified on a regular basis using evidence from lesson & running records
- “Living” document

### Predictions of Progress ARE NOT
- Written once before Roaming Around the Known and filed away
- Same for every child
- “paper-work”
...it is essential for the teacher to make some predictions about the progress this particular child will need to make. These will help her maintain a long-term perspective on her day-to-day teaching decisions. This is important. Specify the goals for each child...

*Literacy Lessons Designed for Individuals. p 28*
Predictions of progress ensure that teachers are crafting the instruction to suit the entry characteristics of individual children and not just proceeding down a standard path of things they expect children to learn.

Some teachers think that the final outcome of the lesson series might look the same for all children but this is not true...the paths to those outcomes will be different because of their individual strengths and weaknesses.
At the end of the lesson series he will need to know how to... in order to...
Literacy Lessons Designed for Individuals

What does a self-extending system look like?

Literacy Lessons
- page 187 bullets
- pages 127-130
- pages 43-44
- pages 45-47 part III

Student’s Observation Survey Summary (documentation)

Useful strategic activity on text
Problem strategic activity on text
- Text level
- Word level
- Letter level

An Observation Survey of Early Literacy Achievement
Pages 133-135
To improve teaching, teachers need to observe children’s responses as they learn to read and write and watch for:

- Competencies and confusions
- Strengths and weaknesses
- Evidence of processing and strategic activities
- Evidence of what the child can already control

An Observation Survey of Early Literacy Achievement  p 7
Look at what each child can do now, and think about what he needs to learn how to do...Examine the Observation Survey Summary Sheet, reviewing the profile of scores, and looking carefully at the information used and information neglected...The predictions about each child’s progress should relate what you know he can and cannot do on entry to the outcomes you want to see at the end of the lesson series.

*Literacy Lessons Designed for Individuals, p 28*
Charting Predictions of Progress

LONG TERM GOALS
Think about this student...

<table>
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<tr>
<th>Text Reading (Running Records, CAP, Word Reading Tasks)</th>
<th>Strengths</th>
<th>Next Steps</th>
<th>Instructional Strategy/Approach</th>
<th>Resource Supports</th>
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<tbody>
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<td>Word Knowledge (All Observation Survey Tasks)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Letter Knowledge (All Observation Survey Tasks)</td>
<td></td>
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<td></td>
<td></td>
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<td>Writing (Writing Samples, Writing Vocabulary, Hearing and Recording Sounds in Words)</td>
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LONG TERM GOALS ➔ SHORT TERM GOALS

**WHAT** does this student need to know how to do **RIGHT NOW**?

**WHY** does this student need to know how to do this right now? What will it set him to be able to do next?

In the next few weeks...
Needs to know how to...
In order to be able to...
(because...)
## Writing

<table>
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<th>Evidence in Observation Survey Summary</th>
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<tr>
<td><strong>Useful strategic activities</strong></td>
</tr>
<tr>
<td>• Can discuss a topic using short,</td>
</tr>
<tr>
<td>complete sentences using standard</td>
</tr>
<tr>
<td>English grammar</td>
</tr>
<tr>
<td>• Writes from left to right using</td>
</tr>
<tr>
<td>return sweep for second line</td>
</tr>
<tr>
<td>• Can independently write: his name,</td>
</tr>
<tr>
<td>I, a, mom, dad, love</td>
</tr>
<tr>
<td>• Gets started right away on own</td>
</tr>
<tr>
<td>when writing a message</td>
</tr>
<tr>
<td>• Can hear individual words in</td>
</tr>
<tr>
<td>sentences most of the time and</td>
</tr>
<tr>
<td>signals with spatial boundaries</td>
</tr>
<tr>
<td>• Knows most letters by name and</td>
</tr>
<tr>
<td>can form them independently</td>
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</table>
What does the child need to know how to do and why?

Needs to know how to hear and record sounds in order to problem solve word.

but....

What is necessary for the student to know in order to do this?
What are all the layers in hearing and recording sounds?

Where would you go in Literacy Lessons Designed for Individuals to find out?
As the child learns how to analyze the sequence of sounds in words he gains control over these aspects: He can

- Hear sounds but cannot write them
- Record some dominant consonants
- Hear and record first and last consonants
- Hear and record some vowels
- Get most of the consonant framework
- Gradually hear and record the sounds in sequence. This cannot be hurried, but it is important that it occurs quite early.

Learning how to analyze the sequence of sounds in words

The main purpose of the activity is to help the child to distinguish

i) easy-to-hear sounds
ii) Hard-to-hear sounds
iii) Common spelling/sound patterns in English, and the
iv) unusual things about spelling in English

Literacy Lessons Designed for Individuals p 86

Literacy Lessons Designed for Individuals p 93
Attending to sounds
The child learns how to
• Attend closely
• Hear the spoken word
• Articulate it slowly, trying to separate the sounds but in a natural way, and
• Demonstrate what he is hearing by pushing counters into the appropriate number of boxes that the teacher has drawn, one for each sound

No letters are used...
Attending to letters in sound boxes
• The child learns to link hearing with seeing
• Accept any sound (s) the child can hear, whatever its position
• Hear sounds in sequence and scan word visually from first to last letters

Learning about spelling sequences in letter boxes
Shift from phonology (sounds) to orthography (spelling patterns)

Procedures
• Syllables
• Step 1
• Etc.
Layers of HRSW

- Needs to know how to articulate a word slowly and listen in order to hear individual sounds in words
- Needs to hear individual sounds in words in order to locate where those sounds are (using counters to self-monitor)
- Needs to locate individual sounds in words in any order in order to...
- Needs to ..... In order to....
<table>
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<tr>
<th>Evidence OSS – Lesson Records</th>
<th>Needs to know how to…</th>
<th>In order to….</th>
<th>Teaching &amp; Prompts</th>
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</thead>
<tbody>
<tr>
<td>Writes random letters for unknown words, says words in syllables very fast,</td>
<td>Articulate words slowly with independence with easy to hear words</td>
<td>Listen to himself and hear the sounds in words</td>
<td>Pg 96 Pictures Say the word slowly</td>
</tr>
<tr>
<td>Child says words slowly himself with independence, occasional model by teacher</td>
<td>Articulate easy to hear words slowly, pushing pennies into sound boxes for each sound (3, then 4)</td>
<td>Hear individual sounds in any order</td>
<td>Pg 97/98 What can you hear? What else can you hear? Where will you put it?</td>
</tr>
<tr>
<td>Child can say word slowly and hear individual sounds out of sequence using pennies/boxes</td>
<td>Analyze sounds to letter with supports if necessary – (abc book, teacher told)</td>
<td>Problem-solve easy words</td>
<td>Pg 98/99 How could you write it?</td>
</tr>
</tbody>
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Considerations

- **Build on, expand, strengthen, adapt, maintain, increase** and use what the child already knows to develop the “Needs to know how to”

- Find guidance for the “In order to” part by looking at the processing descriptors in LL p.187/188 with **action words like: monitoring, anticipating, searching, discovering, cross-checking, confirming, using all sources of information, self-correcting, solving, predicting, composing, constructing.**
## Short Term Goals

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Why update Predictions of Progress?

Literacy Lessons Designed for Individuals

- Evaluate the child’s progress regularly against your predictions. ...Week by week you may need to adjust your predictions as new strengths and weaknesses emerge... p 29

- The predictions are hypotheses about the paths children could take...Adjust or change your predictions as you review the progress children are making. p 29

- Should trained teachers continue to write predictions of progress...Yes, I think it is a necessary part of designing a series of lessons for each individual child...p 29

ACCELERATION with continually evolving SHORT TERM GOALS
Effective teaching…Teachers then can progressively modify their teaching accordingly. Compare this to a football game: the quality of the team play is not improved by looking at the final score. The coach must look closely at how the team in playing the game and help the players use strategic moves which produce a better final score. p 7

Such teachers are like craftspeople, monitoring how their products take shape. Think of the painter or potter adjusting the light, shade, colour, shape or texture of a product in formation. Or we could think of the violinist in the orchestra who knows that one of his strings is slipping off pitch. He takes an opportunity during a pause in the performance to avert disaster by tightening the string. He would not wait for the critic’s review of the performance in the morning paper, saying one violin was out of tune! Skilled craftspeople fine-tune the ongoing construction or performance. Teaching involves making on-the-run adjustments of this kind. p 7
• The teacher must know all the possible routes to the end goal and have regular ways of checking that each child is on course even though the courses may be different. The teaching may have to go the child’s way to the teacher’s goal. p 286

• The teacher has a general theory in her head about children’s responding. This is a theory she should check against what she is able to observe and infer from the individual child’s responding, and which she should be prepared to change if the two are in conflict. p 233
Different Paths to Common Outcomes

• It is imperative that these teachers remain responsive to the individual variability of children and that they teach in response to this variability. Their decisions need to be tentative ones that they can readily change in response to interactions with learners. Tentativeness and flexibility are bywords of the program. p 255

• A one-to-one teaching format allows the teacher to match the style and content of his or her interactions to the needs of a particular child at a particular time on a particular text. These needs would change during twelve to twenty weeks of lessons because as the demand for new strategies occurs on harder texts, new difficulties become apparent. p 221
Maintaining Course...

Think about current Predictions of Progress
Reflect on lesson records and running records
Questions:
• Is the evidence suggesting this is now within the student’s zone of actual development?
• What is necessary as a next step now?
• What does Clay suggest? Look to Literacy Lessons Designed for Individuals
• What teaching needs to occur now? Gradual Release – to prompting
• Is the evidence suggesting that this yet needs to be strengthened?
• What needs to shift in the teaching to move the student into the zone of actual development?
• What does Clay suggest? Look to Literacy Lessons Designed for Individuals
• What teaching needs to occur? Gradual Release – to prompting
This analysis, leading to intentional teaching decisions (Fisher, Frey & Lapp, 2011), is essential for effective instruction. Reading Recovery teaching that is based merely on day-to-day “hunches” will be less effective than is necessary.  p 24-25

Sharan A. Gibson, 2012 Spring, Journal of Reading Recovery
Extra work will be needed... I will need to pay special attention to...

Consider the things **you** will pay special attention to in order to make this student’s series of lessons successful

Consider social-emotional needs, oral language needs, fine-motor skills, lived experiences...
What about...?

- I will need to pay special attention to book selection in order to watch for tricky language structures that will need to be introduced to the student.
- Extra work will be needed on clear language to ensure consistency when directing attention to information needed to problem-solve.
- I will need to pay special attention to speaking clearly facing the student in order that she can hear and see the words I use.
- I will need to find, and train, a volunteer student to listen to her read daily during school literacy time in order that she has opportunities to read volumes of successful reading.
- I need to ask parents to share their family’s experiences in order to more fully select books and discussion topics that will create joy of reading and writing in my lessons for the child.
Extra attention will be needed to ensure a slant board is used when writing, to ensure ease of posture/writing position as per PTOT report.

Extra attention will need to be paid to wearing the FM system in order that he can hear me.

Extra attention will be needed to talk about topics interesting to the student, in order to strengthen their control of English Language structures through natural conversation and modelling.

Extra work will be needed to holding the markers with the correct grip in order that the student can write more comfortably and with more control of the marker.

Extra work will be needed …
Predictions of Progress: A Continued Exploration

Resources to Refer to when Writing Predictions of Progress:
- Teacher Guidelines: p.14
- Literacy Lessons: p.28-29
- Literacy Lessons: How children’s behaviours change during a series of individual lessons p.44-47
- Literacy Lessons: Finding and Using the Information in Print p.127-142
- An Observation Survey p.132-135
- Refer to this child’s Observation Survey results and your lesson observations

One possible template for Predictions of Progress Expanding upon the Format from Literacy Lessons p.28.
At the end of the lesson series he/she will need to know (longer term goals)

(On Text) How to ___________ in order to ___________ when reading

(With words) How to ___________ in order to ___________ when reading

(With Letters) How to ___________ in order to ___________ when reading

(On Text) How to ___________ in order to ___________ when writing

(With words) How to ___________ in order to ___________ when writing

(With Letters) How to ___________ in order to ___________ when writing

Note how the Observation Survey Summary p.2 is organized using the same three levels of language. See p.133-135. Use this analysis to help you.

To help you think about where to start your teaching: (Add 1-2 statements for urgent short-term goals. Often these are determined after Roaming around the Known):

- In the next few weeks he will need to know how ___________ in order to ___________.

As appropriate for a particular child, specify: (something you think you might need to personalize further)

- Extra work will be needed on...
- I will need to pay special attention to...

Each child’s Prediction of Progress will be different:
“Although you may think that the final outcomes of your lesson series will look similar for all your children, the paths to those outcomes will be different because of their individual strengths.” LL p.28
Keep
Predictions of Progress visible

- On sticky notes which travel from lesson record to lesson record
- On the top of the lesson records
- Posted on the wall per child visible to teacher

Consider adding prompts to the notes
Consider adding the page numbers to the notes
Teaching does not necessarily start hard and become easier: in fact the reverse can be the case. Teaching becomes harder because reading must become faster while it is also becoming more complex... p 221

Different Paths to Common Outcomes
A self-extending system

The child is learning how to read and write because of the effective processing he does when he reads and writes. Using what he can do well makes a good system stronger.

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