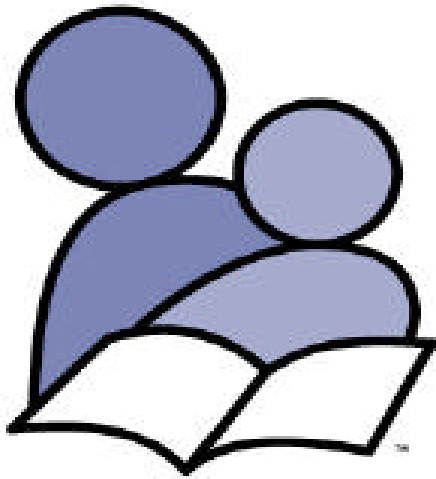


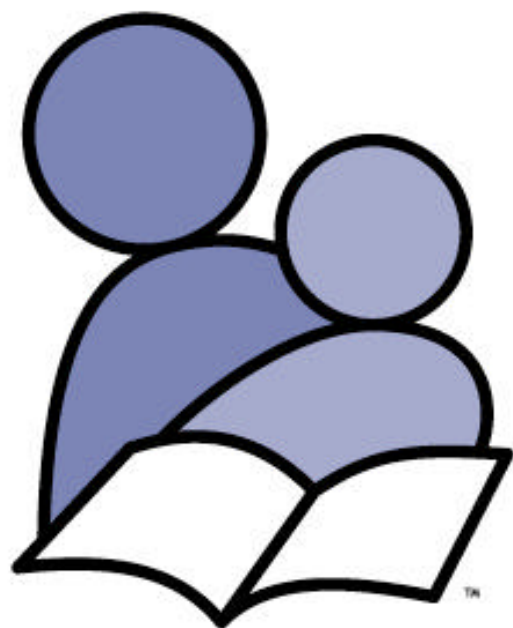
Linking Reading Assessment and Instruction to Foster Comprehension

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Early Reading Achievement

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Six Aspects of Literacy

(Au, Carroll, & Scheu, 2001)

- Ownership of Literacy
- Reading Comprehension
- Voluntary Reading
- Writing Process
- Language and Vocabulary Knowledge
- Word Reading and Spelling Strategies

Non-readers

Assessment <-----> Instruction

Concepts of Print

Directionality

Text vs pictures

Capital letters

Word boundaries

Punctuation

- Big Books
- Shared Reading
- Book Handling
- Guided Reading

Assessment <-----> Instruction

Alphabet

Letter-sound

correspondence

Capital vs lower case

Print vs cursive

- Finger painting
- Tracing
- Manipulatives

Assessment <-----> Instruction

Phonemic Awareness

- Rhyming
- Segmenting
- Blending

- Songs, poems, rhymes, chants
- Games
 - Initial letter
 - Rhymes
 - Onset-rime patterns

Assessment <-----> Instruction

Emergent Storybook
Reading
(Sulzby)

- Picture books
- Big books
- Shared reading
- Story strips

Sulzby (1991) Classification Scheme - 11 levels in 5 categories

- Attending to Pictures/Not Forming Stories
- Attending to Pictures/Forming Stories
- Attend to Picture/Mixed
- Attending to Pictures/Forming Written Stories
- Attending to Print

Assessment <-----> Instruction

Adult/Child Interactive
Reading Inventory
(Parecki, 2000)

- Enhancing Attention to Text
- Promoting Interactive Reading and Supporting Comprehension
- Using Literacy Strategies

ADULT BEHAVIOR

I. Enhancing Attention to Text

1. Attempts to promote and maintain physical proximity
2. Sustains interest and attention through use of child-adjusted language, positive affect and reinforcement
3. Gives child opportunity to hold book and turn pages
4. Shares book with child (i.e. displays sense of audience in book handling when reading)

II. Promoting Interactive Reading and Supporting Comprehension

1. Poses and solicits questions about the book's content
2. Points to pictures and words to assist child in identification and understanding
3. Relates book content and child's responses to personal experiences
4. Pauses to answer questions child poses

III. Using Literacy Strategies

1. Identifies visual cues related to story reading (i.e. pictures, repetitive words)
2. Solicits predictions
3. Asks child to recall information from the story
4. Elaborates on child's ideas

CHILD BEHAVIOR

I. Enhancing Attention to Text

1. Child seeks and maintains physical proximity
2. Child pays attention and sustains interest
3. Child holds book and turn pages on his/her own or when asked
4. Child initiates or responds to book sharing which takes his/her presence into account

II. Promoting Interactive Reading and Supporting Comprehension

1. Child responds to questions about book
2. Child responds to parent cues or identifies pictures and words on his/her own
3. Child attempts to relate book content to personal experiences
4. Child poses questions about the story and related topics

III. Using Literacy Strategies

1. Child responds to parent and/or identifies visual cues related to the story
2. Child is able to guess what will happen next based on picture cues
3. Child is able to recall information from story
4. Child spontaneously offers ideas about story

Assessment <-----> Instruction

Narrative Comprehension

- Picture Walk
- Comprehension Questions
- Retelling

- Story grammar elements
- Dialogues
- Characters' emotions
- Event sequences
- Problem-solution
- Themes/morals

Assessment <-----> Instruction

Narrative productions

- Storytelling
- Story writing

- Author's chair
- Dictated stories
- Writing prompts
- Writing to rubrics
- Publishing

Assessments of Emergent Reading, Narrative
Comprehension, & Narrative Production
Foster Assessment and Instruction of:

- Oral Language
- Vocabulary & Known Words
- Emergent Writing

Beginning Readers

Assessment <-----> Instruction

Sight Words & Decodable Words

- Environmental print
- Word walls
- Decoding by analogy

Assessment <-----> Instruction

Oral Reading Fluency

- Accuracy
- Speed/rate
- Intonation/prosody

- Chorale reading
- Repeated reading
- Dramatic reading

Assessment <-----> Instruction

Oral Reading

Comprehension

- Q & A
- Retelling

- Re-reading
- Searching text
- Paraphrasing
- Summarizing
- Reciprocal teaching
- Pair-share reading

Caution: Fluency Does Not Mean Good Comprehension

- Word callers - High accuracy, low comprehension
- Gap fillers - Low accuracy, high comprehension

Assessment <-----> Instruction

Question Types

Factual/literal

Inferences within text

Inferences beyond text

Critical/evaluative

Author's craft/style

Intertextual

Metacognitive

- QAR
- Stances
- Using rubrics to evaluate
- Genre, style
- Compare/contrast

Assessment <-----> Instruction

Think Along Passages

- Comprehension Qs
- Strategy Qs

Reading Strategies

- Before
- During
- After

Assessment <-----> Instruction

Cloze Procedures

Sentences or text

Listening or reading

Options for missing
words or no options

- Practice cloze
- Paraphrasing
- Summarizing

Responding to Text

- Play/Drama/Art
- Readers' Logs
- Discussion groups
- Conferences
- Graphic organizers
- Writing & Journals

Compare/Contrast These Links with Other Products

- MLPP - Michigan Literacy Progress Profile
- TPRI - Texas Primary Reading Inventory
- IRIs - Informal Reading Inventories
- Basals, commercial products
- Portfolios, work sampling

MLPP

- Milestone Assessments (5)
 - Oral language, Oral reading, Comprehension, Writing, Attitudes
- Enabling Assessments (6)
 - Concepts of print, Letter/sound identification, Sight words/decodable words, Phonemic awareness, Known words, Hearing and recording sounds

TPRI

- Kindergarten
 - Graphophonemic knowledge, Phonemic awareness, Book & print awareness, Listening comprehension
- First Grade
 - Graphophonemic knowledge, Phonemic awareness, Reading accuracy, Reading fluency, Listening comprehension, Reading comprehension
- Second Grade
 - Word reading, Graphophonemic knowledge, Reading accuracy, Reading fluency, Reading comprehension

Conclusions

- Most K-2 assessments neglect comprehension
- Easy to measure features of reading are assessed and reported most often and may be taught more
- More creative emphases are needed to focus children's early literacy on meaning-making in both assessment and instruction