Different Students, Different Needs, Different Support – Using Running Records to Meet the Needs of English Learners

California Reading Association Webinar
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Webinar Focus
In Change Over Time (page 95), Marie Clay wrote: If we harness the established power of children’s oral language to literacy learning from the beginning, so that literacy knowledge and oral language processing power move forward together, linked and patterned from the start, that will surely be more powerful. In this webinar, we will provide an overview of the foundational importance of oral language, identify teaching that fosters oral language and literacy development, and discuss the reciprocity between oral language, and reading and writing. The focus will be on English learners including analyzing running records to deepen understanding of language structure.

Webinar Overview
- Understand how to address the widely varying needs of the students in the same small reading group.
- Learn teaching ideas for reading and writing in small groups to support language development.
- Questions and Answer opportunity

From oral language, children learn to anticipate...
- words
- phrases
- sentences
- paragraphs or episodes of stories
- story structure

USE THE CHAT: Anticipation of Related Words in a Text

• SOLVE THE PROBLEM

• ENTER THE FOUR WORDS YOU SOLVED THIS WAY
  WORDS:

• READ THE OTHER SOLUTIONS

Meaning + Structure + Visual Information - Letter/Sound and Sound/Letter + Oral Language
Integration of Language and Literacy

The rabbit ran/runs/raced/romped across the grass/ground/garden.
As another example, what does **anticipation** mean at the sentence level?

**Ben’s Treasure Hunt**
Beverley Randell, Rigby PM

Mom said,
“Ben, come here.
Here is a clue for you.”

“I love you, Mom,” said Ben.

Sources of Information
• Most of the information we use as readers is invisible information (phonological, structural, and semantic), brought to the text by the reader...
• Text provide the opportunity to build up experience with the mixing of visible and invisible information...

M. Clay (2001), COT, pp. 98-99

All readers anticipate up-and-coming text, and therefore children who do not control some of the simple rules of grammar (for using verbs, plurals, and possessives in their speech) will be **slower to solve these simple problems** in their reading and in their own attempts to write.

Clay, Biks and Gutches, page 8, 2007

What a beginning reader has to do is to **discover that he can also anticipate what may occur** among the visual patterns in written language...The anticipation of what may follow creates a pleasing tension—a puzzle to be solved.


“Sometimes it is necessary for a child to **gain control over a particular language structure first** (say it aloud) before he returns to using the visual information.”

Clay, LL 2, page 112

Oral Language Development
“I am encouraging teachers to understand that **learning in one language area** enriches the potential for learning in the other areas. Therefore, if we plan instruction that links oral language and literacy learning (writing and reading) **from the start**—so that writing and reading and oral language processing move forward together, linked and patterned, from the start--that instruction will be more powerful.”

Clay, Becoming Literate, 1991
“Language has always been in someone else’s mouth before it can come out of ours.”
Peter Johnston, Choice Words/Opening Minds

“Language is a child’s most powerful learning tool. Within all of the instructional contexts that are part of a comprehensive language and literacy curriculum, learning is mediated by oral language.”
Fountas & Pinnell (2011)

The Triangulation of Processing Systems in Language and Literacy Development

Interpretative and Productive Language Acquisition

Assessing Oral Language
An analysis of the responses a child gives to a set of sentences carefully ordered for difficulty yields a detailed description of his control over oral language. When a child fails, he usually repeats the difficult sentence in a way which indicates the structures over which he has control.

Syntax
Interpretative and Productive Language Acquisition
Reading
Writing
Listening
Speaking
Klein, 1978, with added references to WIDA, 2012

CDE.CA.Gov - Free Resource

Language Play is Language Work

Klein (2012)

Understanding Language Structures to Foster Oral Language Development

Based on and adapted from Clay (1976, 2007) and Gentile (2003)

WHAT MAKES TEXTS DIFFICULT FOR LANGUAGE LEARNERS?

CONSIDERING BOOK LEVEL CHALLENGES FROM A LANGUAGE LENS ACROSS MULTILITERACIES

Firefighters
Text Level 16
Complex Syntax

“A...teachers should look more closely at language behaviors. Knowing what the pupil does leads to more significant teaching”

Notice Language Behaviors in a Running Record

- Describe *how* something is said rather than what is said.
- Show how a child interacts with different features of language.
- Are important to observe (but often ignored)!
- Help to determine next instructional steps/possible language objectives to teach.

Analyzing running records from a multilingual lens using language related approximations

From the March/April, 2019 Reading Teacher: Briceño, A., and Klein, A.

A Second Lens On Formative Reading Assessment With Multilingual Students

Teaching Implications

- Ongoing assessment of language and literacy – Use observations to direct teaching
- Prepare students for successful problem solving based on your knowledge of their language
- Intentionally and thoughtfully expand the complexity and flexibility of students’ language

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A Second Lens on Formative Reading Assessment With Multilingual Students

The Problem to Solve ... What We Found and What We Can Take Action On

- How does a Spanish-speaking student’s language influence their English literacy development?

We found five key areas in ELs Language Approximations that impacted student’s formative and summative assessment data...that kept the students in low level text far too long so it inhibited progress and influenced reclassification.

Types of LR Approximations as a Percentage of Total Language Errors

<table>
<thead>
<tr>
<th>Approximation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepositions</td>
<td>12%</td>
</tr>
<tr>
<td>Contractions</td>
<td>13%</td>
</tr>
<tr>
<td>Inflectional endings</td>
<td>19%</td>
</tr>
<tr>
<td>Irregular verb tense</td>
<td>19%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
</tr>
<tr>
<td>Totals</td>
<td>31%</td>
</tr>
</tbody>
</table>

Language Related (LR) Approximations

- LR approximations are attributable to the reader’s language – the way they speak, the language structures they use, the vocabulary they know – and how similar or different their language is from book language
  - LR approximations *differ from errors* due to difficulty with interpreting print
  - LR approximations often guide us to adjust instruction
- This is the first study to look at LR approximations for multilingual students
When a child says ‘bleeded’, ‘builded’, and ‘singed’, every bit of every word has been learned, including the past tense suffix –ed. The very existence of the errors comes from a process of learning that is, as yet, incomplete: the mastery of the irregular forms ‘bled’ and ‘sang’.

Pinker, 1999, p. 233

### Language Related Approximations

- 95% of ELs’ running records contained LR approximations
- 54% of all the “errors” ELs made were LR approximations
- 5 types of approximations comprised 93% of all the LR approximations ELs made
  1. Tolds
  2. Verbs
  3. Inflectional endings
  4. Contractions
  5. Prepositions

### LR Approximation 1: Teacher Tells

- Most tells (2/3) due to **unknown vocabulary**
  - E.g.: sea, drawer, parrots, naughty, island
  - Multiple meaning words (e.g.: pool)
- Other tells (1/3) due to **tricky language structures**
  - Question words at the beginning of a sentence
  - The use of the conditional “would,”
  - Sight words such as “come” or “here” at the beginning of a sentence and page; and
  - The uncommon word “shall”

### LR Approximation #2: Irregular Verbs

- Irregular past tense verbs tend to be difficult (Hakuta, 1976; Rumelhart & McClelland, 1985).
- Students may overgeneralize rules, saying “singed” and “swimmed” instead of “sang” and “swam” (Rumelhart & McClelland, 1985)
  - Young ELs tend to acquire **irregular verbs that vary significantly from the root verb sooner** than regular verbs that take inflectional endings or irregular verbs that are not very different (e.g., come & came) (Ionin & Wexler, 2002).
  - ‘was,’ ‘were,’ ‘am’ and ‘is’ differ from the verb ‘to be’
  - An EL may control “I am” and “he was” before “I came” and “he ran.”

### LR Approximation #3: Inflectional Endings

- Regular verbs - In most cases, ELs left off the ending, usually the past tense –ed
  - Look/looked; like/liked; shout/shouted
- “-ing” is often acquired before “ed” & “s” on verbs (Brown, 1973; Hakuta, 1976; Larsen-Freeman, 1975)
- Plurals – the –s ending was left off plurals
  - Flower/flowers,

### LR Approximation #4: Contractions

- 3 stages to learning contractions
  - Affirmative term: do
  - Two words: do not, I am
  - Contraction: don’t, I’m
- Some students didn’t read contractions (it/it’s)
- Some students seemed to ignore the contraction (I will / I’ll)
- Read the contraction instead of 2 words (won’t/ will not)
- Read the opposite (can/can’t; will/won’t)
LR Approximation #5: Prepositions

- Prepositions tell: With whom? Where? When?
  - with my mom, at the park, in the morning
- ELs commonly mixed prepositions that shared visual information (in/on, at/to, for/of)
- Sometimes students monitored but were unable to fix it
- Prepositions can be very difficult for ELs
- The choice of preposition often seems arbitrary (e.g., why do we get on a plane or bus but in a car?)

A Surprising Finding

- Only a few instances of language interference occurred (using phonics or syntax of one language in another)
  - e.g., /h/ospital in Spanish; “the people is” (la gente es)

“So if a running record is a result of careful observations it will tell us how close a child’s language predictions are to those of an author. Over time there is likely to be a slow change toward the standard dialect of the books ...

I think a problem arises when you think of a running record as an assessment, with a score (% correct), or yielding a ‘pass’ on a book level.”

Clay, quoted in Rogers & Mosley Wetzel, 2014, p. 126-127

TEACHING IMPLICATIONS FOR CLASSROOM TEACHERS AND LANGUAGE SUPPORT TEACHERS

1. Ongoing Assessment – Language & Literacy

- Continually assess oral language and look for patterns across reading, writing and speech
  - Observe patterns in students reading, writing, talking
    - sentence structure and vocabulary
  - Ex: if the child does not control the third person singular “s” in her speech, s/he may struggle to read the final “s” on verbs and may not use the “s” in writing

- Re-analyze running records with a focus on language
  - Closely examine tolds
  - Don’t assume visual errors
  - Think beyond the accuracy rate
2. Careful Book Selection & Scaffolding

• Use book introduction to scaffold tricky vocabulary
  – familiar words used in new or different ways
  – unfamiliar vocabulary

• Practice tricky structures; know when to “back off” (Clay, 2005)

2. Careful Books Selection & Scaffolding

“Get the new phrase or sentence:
• To the ear (listening)
• To the mouth (saying)
• To the eye (reading)
• To the written product (creating text)

(Clay, 2004, p. 5)

3. Intentional Language Expansion

• Sentence transformations
• Books to expand language

Syntactical Development

based on Clay’s Theory of Literacy Development

“Encourage the use of alternative constructions: expanding the phrase, moving things around, transforming simple statements.”

Clay, 2004, “Talking, Reading and Writing”, JRR, Spring

Maybe we have to give up things that we think are best practices for things that are better practices.

Anonymous
DIFFERENT STUDENTS, DIFFERENT NEEDS, DIFFERENT SUPPORT

Running Record Analysis of Two Students in Same Group Assessed at Same Reading Level

- Lydia and Isaiah --- 2 students, 2 running records, and 2 very different processing behaviors
- Discuss each child’s processing of text
- Consider instructional supports

IN THE YARD by: Jeni Wilson and Sue Davis (Rigby, 2000)

2 -- There are many living things in the yard.
4 -- There is a bee on a flower
6 -- There is a worm on the ground in the yard. Can you find it?
8 -- There is a caterpillar on a leaf in the yard. Can you find it?
10 -- There is a spider on a rock in the yard. Can you find it?
12 -- There is a bird in a tree in the yard. Can you find it?
14 -- Where are the creatures?
Use the key to find out.

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15 -- Key
1- bee
2- worm
3- caterpillar
4- spider
5- bird
16 -- Index
bee 4-5
bird 12-13
caterpillar 8-9
spider 10-11
worm 6-7

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USE THE CHAT: Running Record Analysis of Two Students

• Pick one of the students and do a quick analysis of the running record with language behaviors in mind
• Put one comment on the chat about the child’s processing of text
• CODE YOUR COMMENT
• L: for Lydia
• I: for Isaiah
• READ THE COMMENTS FOR THE STUDENT YOU ANALYZED

Questions and Answers: Synthesizing and Applying Our Discussion Today

• Back in your classroom and in your distance learning lessons, what will you notice about your English learners?

• What might you do to scaffold language?

USE THE CHAT: Key Take-Aways

• What are 3 key take-aways from today’s session that apply to your setting or classroom.
• SHARE THEM ON THE CHAT; CODE THEM THIS WAY:
  KEY 1:
  KEY 2:
  KEY 3:
• What are some things you might do in your intervention lessons and in your classroom groups to support students’ language and literacy?
• How might collaboration between Classroom and Language teachers be expanded and enhanced?

Selected Sources


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