Assessing with a Continuum of Parallel Development in Reading, Writing, and Word Knowledge

Dr. Mary Jo Fresch

Professor Emerita and Academy Professor - The Ohio State University

Example of observational notes of parallel development of a first grader:

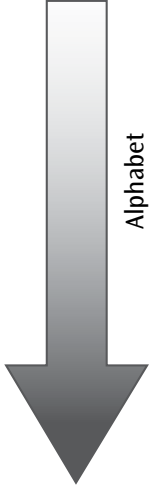| Month	Language	Spelling	Writing	Reading
December	Beginning to use synonyms in speaking when explaining a point. Working on learning science content words (about 50% accuracy in use).	Inconsistently includes representation of all sounds across syllables. Broader vocabulary, attempts many new words when writing.	Writing more complex sentences. Range of topics, generally about school, some home stories. Occasional capital letter inserted.	Begins associative independent reading, selecting a variety of reading buddies. Reads out loud when alone - selects familiar texts.
January	Writing demonstrates understanding of "story language" (once upon a time).	Tries to spell more complex words (*pibleshet* for *published*). Still has trouble with deciding on vowel to represent short "e." As she works at practicing slanted manuscript, leaves a few syllables out of new words she attempts.	Journal entry length generally 5 to 8 sentences, some complex, most connected to each other in content.	Much choosier when selecting independent reading book – rejects a number of stories before settling on one. Moves between parallel, associative, and cooperative buddy reading.
February	Requests "what's another way to say" when in Writer's Workshop. More aware of unknown words, rather than guess, stops while reading at unfamiliar words "I don't know that word."	Getting closer to convention with a larger cadre of words. Continues to try new words, still generally using her "ear" to guide her. Some evidence of use of analogy (using *pay* to write *paper* as *payper*).	Continues to select school topics, writing 5-8 sentence entries. Occasional shorter entry where lots of new vocabulary used. A lot of erasures – aware she needs to fix, but cannot always do so correctly.	Takes longer time to self-select a book. Working hard to make one-to-one match as she reads aloud word-by-word in new texts. Aware of readers around her, often offers help when sought by others.

Navigating the parallel processes:
- Reading is receptive
- Writing is productive
- Word knowledge spans both:
    - Vocabulary is receptive
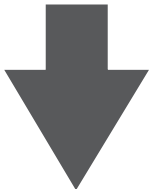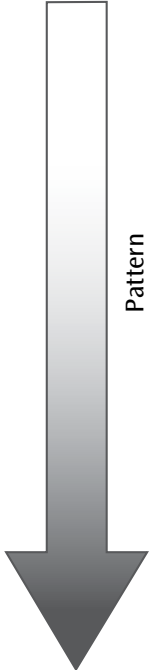   - Spelling is productive

Assessment points:
- Learners start "writing" through imitation
- Learners start reading through imitation
- Phonemic Awareness
- Voice pointing in memorized texts
- Concept of word
- Representing the vowel phoneme
- Spelling attempts show what is available to them as a reader
- Onsets and rimes knowledge
    - "Nearly 500 primary grade words are derived from these thirty-seven high-frequency phonograms"
- Sorting
    - Closed sorts - key words are provided to categorize the words (can students use the cues?)
    - Open sorts - allow student to decide on categories (listen to their thinking!)
- Spelling
- Observing how a student "knows" a word
    - What words do we teach?
        - ✓ Those appearing frequently enough to be useful, but seem "unknown"
        - ✓ Morphological families (discover, uncover, cover, recover)
        - ✓ Semantically connected (learn, realize, discover, detect, analyze)
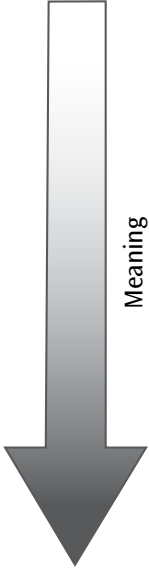   - ✓ Those with multiple meanings (*run)

Developmental Continuum Chart

Description of Development	Language	Spelling	Writing	Reading
Emergent (PreK-Mid 1) (Becomes aware of formal function)	Babbling to sentences	Random scribbles (no direction)	Random scribbles	Develops phonemic awareness
	Monologue to Dialogue	Wavy marks (imitates cursive)	Pretends to write (left to right)	Pretends to read (non-directional, non-unit)
	Begins use of "adult-like" language	Letter-like production	Draws picture to tell story	Pretends to read (left to right)
	Random play with rhymes	Writes random letters of alphabet	Combines writing and drawing	Attention to printed letters
		Spells with initial consonant (k=cold, j=drip)	Names objects	Attention to written words
	Working vocabulary of 2,500–5,000 base meanings		Labels picture	Knows alphabet and letter sounds
	Uses imaginative talk/language		Inventory (I like, I love) egocentric	Recognizes some familiar words (names, signs)
Beginning (K-Mid 2)		Represents nearly all phonemes	←——————→	Accurately voice points in memorized text
	Sustained talk (complex sentences/"story language")	Consonant represents each syllable	Short, simple sentences	Says one syllable while pointing to each word (Twinkle, twinkle)
	Working vocabulary of 4,000–8,000 base meanings	Asks - "how is _____ spelled?"	Inventory + Description (I like, I love because...) Series of simple sentences Self and family/personal experience	Concept of Word (understands "word" is group of letters sounded by white space; now understands multiple syllables can make one word)
	Understands use of synonyms (big/large)	Represents vowel phoneme	←——————→	Segments words in sentences
	Understands use of antonyms (big/small)	More accurate with beginning consonant phonemes, ending consonant phonemes		Reads aloud, finger points
		Uses obvious strategies to attempt spellings (c=sea, u=you)	Writing stands alone to convey message	Sight vocabulary increases

(Column between Description of Development and Language, labeled vertically: Alphabet)

Developmental Continuum Chart (cont.)

Description of Development	Language	Spelling	Writing	Reading
		Substitutes closest long vowel sound for short vowel (lag=leg)	Inventory + Description (I like, I love...) Topics: Family, school, friends. Considers audience	Comprehension at 80% or above
		Alphabetic, moves across word, phoneme by phoneme	Stronger evidence of punctuation, capitalization knowledge	Rereads familiar stories
Transitional (1-Mid 4)		Partial conventions based on reading experience	Description of personal interest (My dog barks at squirrels.)	Makes connections across reading experiences
	Use of complex language in both written and oral form	Uses vowel unit "chunks" to help in attempts	⟷	Understands onset and rime aids in word reading (chunks)
	Vocabulary knowledge increases	Similar strategies used in spelling attempts and in reading	Uses more textual features (narrative/expository)	Word-by-word reading
	Working vocabulary of 6,700–12,200 base meanings	Omits silent letters and preconsonant nasals (mp, nt)	Writes with a variety of purposes and genres	Self-monitors/self-corrects based on one or more cues (semantic, orthographic, syntactic)
		Uses knowledge of other words to help attempts (payper=paper)	Greater word choice Logical order in composition (beginning, middle, end)	Phrase-by-phrase reading (some fluency)
		Sizeable sight vocabulary	Consistently organized, fluent writing	Automatic word recognition
		Can proofread own work for misspellings	Revises and edits on own	Variety of reading styles
		Correct knowledge of long vowel markers	Self-selects variety of topics and audiences	

Pattern

Developmental Continuum Chart (cont.)

Description of Development	Language	Spelling	Writing	Reading
Intermediate and Advanced (3-adult)		Less errors at syllable juncture	Tries styles and genres	Reads faster silently
		Correctly doubles consonant before adding ending	Note taking/outlining	Self-monitors for comprehension
		Includes silent letters and preconsonant nasals (mp, nt)		
		Uses meaning layer to provide information		
		Syllables and affixes correct		
		Automaticity apparent		
	Eventually reaching working knowledge of 30,000–200,000+ words	Understanding of relationships between words/spellings due to meaning (sign/signature)		

(Meaning)

Resources:

- http://www.textproject.org/archive/resources/wordzones-for-4000-simple-word-families/
  - ✓ Nonprofit created "to bring beginning and struggling readers to high levels of literacy through a variety of strategies and tools"
- https://newsela.com/
  - ✓ Provides several "levels" of the same news article; interactives. Available as an app.
- https://www.readworks.org/
  - ✓ Multiple texts with online assessments
- http://lead4ward.com/resources/
  - ✓ Across the curriculum resources, tools, learning videos. Available as an app.
- http://www.retrospectivemiscue.com/
  - ✓ Resources for Retrospective Miscue Analysis. Lots of downloadable resources. Video and audio.
- http://www.justbooksreadaloud.com/
  - ✓ Variety of books read aloud, accompanied by video of text
- https://wordsift.org/
  - ✓ "created to help teachers manage the demands of vocabulary and academic language in their text materials"
- https://readable.io/text/
  - o "scoring tool to tell you how easy a piece of text is to read"
- https://www.etymonline.com

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fresch.1@osu.edu
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