

# LITERACY PROCESSING ANALYSIS FORM

Name: _____	Date: _____	Week #: _____	Lesson #: _____
RR Teacher: _____			
<b>How did the reading sound?</b> (pace, phrasing, intonation, overall reaction, etc. <sup>1</sup> )  			
<b>Literacy Processing Summary:</b> Summarize patterns of useful and problem strategic activity <sup>2</sup> (e.g. controls foundational learning <sup>3</sup> , monitors, searches, cross-checks, repeats, confirms, rereads, self-corrects, solves, makes multiple attempts, integrates sources of information). Include an analysis of any “tolds” given.  			
<b>What will you be teaching for in reading in the next lesson?</b>  			

Page	Title/Level:	E	SC	Information used	
				E MSV	SC MSV

Running Words: _____	Accuracy Rate: _____%	SC rate: 1: _____	Number of Tolds: _____
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Page		E	SC	Information used	
				E MSV	SC MSV

<sup>1</sup> See p. 64 in Clay, M. M. (2019) *Observation Survey of Early Literacy Achievement 4<sup>th</sup> Ed. (OSELA)*.  
<sup>2</sup> See p. 43 in Clay, M. M. (2016) *Literacy Lessons Designed for Individuals, 2<sup>nd</sup> Ed.* and pp. 22 & 133-34 in *OSELA, 4<sup>th</sup> Ed.*, (2019).  
<sup>3</sup> See pp. 49-58 in Clay, M. M. (2016) *Literacy Lessons Designed for Individuals, 2<sup>nd</sup> Edition* (2016).  
(North American Reading Recovery Improvement Science HUB, 2023. Adapted from Clay, M. M. (2019). *OSELA 4<sup>th</sup> Ed.*, pp. 82-83.)