

# Unassisted Reading and Writing Tasks

At regular intervals, you will collect an unassisted reading and writing sample *from each of your Reading Recovery and Literacy Lessons students*. The goal is to help you notice and respond to shifts in processing, in real time, to promote accelerated growth in learning. Additionally, we will be looking for evidence regarding the child's emerging independence is evolving and shifting over time in response to teaching decisions.

At each OPL, you will bring the unassisted tasks for each of your students. We will use the samples to study the change over time change over time in processing in reading and writing. Then, we will use the samples to generate discussion about independence and create predictions of progress which will serve as a guide for teaching.

*When will I do this?*

- Before you begin Roaming get an unassisted reading and writing sample from each student. If you are unable to get the sample before you start Roaming, do it as the first task during your initial Roaming session.
- At the end of Roaming collect another sample from each student.
- Then, once a week you will do an unassisted reading and writing task with each student. This can occur during the regular lesson, but if you choose to do this on the last lesson of the week, do not use the running record generated from the independent tasks as your data point for the data form.
- Getting these samples should take about 10-15 minutes of your regular lesson time.
- Spend the remainder of the lesson time engaging in reading and writing tasks (think Roaming).

*What books do I use and what procedure do I use to collect the writing sample?*

- Choose a book from your collection that is at the child's instructional level. Prepare a gist statement that provides an overview of the text. Then, invite the child to look through the pictures before they read. If the child looks through the pictures, repeat the gist statement, then take a running record on the first reading. If the child does not look through the pictures, ask the child to read and then take the running record. This should almost mirror giving the BAS or NSGRA.
- After the reading, engage the child in a conversation. It can be about the book they just read or any topic the child may find interesting. At an appropriate time, invite the child to write a story about what you've talked about. If the child has difficulty coming up with something to write about, ask them to draw a picture and write a story about it.
- While the child is reading and writing, keep anecdotal notes on their behaviors (where their eyes are looking, what they do when they encounter something difficult, how they approach each part of the task, etc.).

*What do I do with the running records/writing samples?*

- Keep them with student's records, but consider putting a post it note or flag on them so you can locate them quickly. You will bring the samples to each OPL meeting.
- Bring a copy of the writing sample and running record to OPL to give to your TL.