



## Pre-Lesson Interview

Joan Moser: I'm a third-grade teacher here at Sherwood Forest. I have a very small class this year of twenty-one students. They're, um, a diverse makeup. We have approximately eighteen percent free and reduced lunch. We run at twenty percent that are ESL, speaking different languages, and about twenty-five percent of them qualify for special programs. And they are a delightful group of third graders.

Joan Moser: What we know about this class this year that's a little bit different than other classes in the past; they came in at or below grade level, all but two. And it's unusual; a lot of times we see a bigger spread than that. So a substantial amount of them were reading quite a bit below grade level. We are oh, months into this at this point, and we're progressing very nicely along the continuum of raising those reading levels with over three quarters of them now at or above grade level. So we're moving them along in our goal of getting them at grade level.

Joan Moser: My plan this morning is to, um, teach a shared reading lesson with a story called Quiet World. My goal for that is to continue to teach and review before-during-, and after-reading strategies and to work on the concept of personification. We also are going to work on the strategy of text-to-text connections, which is a comprehension strategy.

Everything in this classroom runs off of assessments. So everything that you've seen in my room—all the, the different lessons are all based upon my classroom- based assessments. I use predominately four different types. I use an individualized reading inventory, or an IRI. I'm real fond of Ekwall's, um, Eldon Ekwall's IRI is one that has been kind of the, the foundation for all e—all standard IRIs. They're all kind of normed [formed] after his. His was brought about in, um—nineteen forty-six was one of his first years of publication.

The second piece that I use is a developmental reading assessment. That is geared for children who are not reading at grade level yet or are reading substantially below. Those children that are pre-primer, primer, first-grade, it breaks it down into smaller chunks, and so it's a little easier to monitor them. Um, another piece that I use is a word feature analysis that takes a look at how children look at words, how they decode words, and allows me to track that progress with them. And then, um, I use running records with my, um, my anecdotal notes on a continual and daily basis also. So all decisions in this classroom and monitoring of children's progress is done with those four basic ideas in mind.

Joan Moser: When I look at instruction, everything is driven by the assessment. So, the assessments start, I know exactly where all my children function. Whenever I take a look at a shared reading lesson, which is a whole group, and it's a whole group that is very

systematically taught, I look at what strategies and what skills are—all of the children are needing. those certain skills at the shared reading.

Also, whenever I instruct, I do instruct in whole group, small group, and individual. The individual instruction is also fed from the assessments that I do. Those strategies are ones that follow in the continuum of learning that we're working on. We have started at the beginning of the year with before-during-and after-reading strategies that all children need. We have just introduced personification as a method for writing, and as a way to interpret and comprehend, and we're working every day on how—teaching children to make connections between text and between their own knowledge to have a better understanding of what they read.