

# **PROTOCOL**

## **2<sup>e</sup> année Leveled Text Assessment (Nonfiction)**

In this Grade 2 Leveled Text Assessment, teachers meet with a small group of 4-5 students sitting together at the table. Students browse through a small collection of leveled nonfiction books and independently choose one that is 'just right' for them. The teacher conferences with each student in turn for 3 – 5 minutes.

Some students in Grade 2 will not be able to read some of these books early in the year. It is still valuable to gather information about how early readers approach books, talk about the pictures, and notice print. Before beginning, show each of the 6 books, incorporating a picture walk with one of the easiest books and a brief comment about each of the other books. Students browse through the books and choose one that is 'just right' for them. Encourage students to look at the pictures as well as the words. Thinking Papers (Mes idées) for drawing and writing about their chosen book should be introduced and made available. While the students are browsing, reading, drawing and writing, the teacher will have a brief conference with each student in turn. During the conference, the teacher hears the student read, takes a running record, asks a few questions and scribes all oral responses.

Teacher materials required:

1. 'Lecture orale' (run back-to-back and reuse for each conference)
2. 'Conférence' sheet (run a new sheet for each conference)
3. Thinking Papers - **Mes idées** (one per student)

Student materials required:

1. Two copies of each of the following books:

Qui a faim?	Colorissimo, niv 6-8/9
Des traces sur la neige	Vent léger
Les tempêtes	Solo bleu
Les nids de dinosaures	Solo vert
Les loups	Vent léger 4
Le rhinocéros	Plein vent 2

**Assessments should allow students to exhibit their strengths.**

With this in mind, the following script is provided as a guide for your use.

Rationale	Steps	Points to Consider
<p>It is important that students understand the <b>process and what is expected of them.</b></p> <p>Proficient readers <b>access background knowledge (schema)</b> before they read to increase their understanding.</p> <p>In this assessment students have the opportunity to choose and read a book that they have not seen or heard before.</p> <p>Proficient readers read with a <b>purpose.</b></p>	<p><i>Aujourd’hui, nous allons regarder six différents livres . (Some teachers use only 4-5 books at one time if they are sure the other books are outside the reading choice of this particular group of students.)</i></p> <p><i>Nous regarderons ensemble les images de chaque livre. Après tu auras le temps de choisir un livre que tu es capable de lire. Lis le livre et ensuite fais un dessin, une toile et/ou écris des mots de ce que tu as appris. Pendant que tu lis et dessines, je vais vous écouter lire chacun à votre tour. Quand tu auras fini ton travail, tu pourras choisir un autre livre.</i></p> <p><i>Regarde ces livres. Voici le titre du premier livre, 'Qui a faim?' Selon toi, de quoi parlera-t'on dans ce livre?</i></p> <p><i>On va feuilleter ensemble les pages du livre et regarder les images.</i></p> <p>After the first book, look at the covers and a couple of illustrations from each of the other books. These 'book talks' should be very brief.</p> <p>Look at the thinking paper together.</p> <p><i>Regarde la feuille <b>Mes idées</b> et tu sauras ce que tu dois faire. À l'aide d'un dessin, d'une toile et/ou de mots, montre ce que tu as appris en lisant ce livre.</i></p>	<p>Pull together a <b>mixed</b> group of 3-4 readers at different stages. Make sure the students know what you want them to do and have the <b>Thinking Papers (Mes idées)</b>, pencils and pencil crayons available. <b>Picture walk</b> one of the easiest books so that readers at earlier stages get the support they need.</p> <p>Try to use any unfamiliar words in the book as you do the picture walk <b>without</b> actually reading the book. This provides students with some of the background knowledge they need in order to think about, talk about, or read unfamiliar text.</p> <p>The <b>thinking papers (Mes idées)</b> give students the opportunity to draw, web and/or write about the book of their choice in different ways.</p>

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<p>The oral reading provides a great deal of information about the <b>strategies that students use</b> when decoding and comprehending text.</p> <table border="1" data-bbox="147 415 464 1115"> <thead> <tr> <th data-bbox="147 415 326 474">Les conventions</th> <th data-bbox="326 415 464 474">Code</th> </tr> </thead> <tbody> <tr> <td data-bbox="147 474 326 558">Omission</td> <td data-bbox="326 474 464 558">maison</td> </tr> <tr> <td data-bbox="147 558 326 642">Ajout</td> <td data-bbox="326 558 464 642">vite Va^te coucher</td> </tr> <tr> <td data-bbox="147 642 326 726">Substitution</td> <td data-bbox="326 642 464 726">dit doit</td> </tr> <tr> <td data-bbox="147 726 326 789">Répétition</td> <td data-bbox="326 726 464 789">R</td> </tr> <tr> <td data-bbox="147 789 326 873">Prononce le mot</td> <td data-bbox="326 789 464 873">P</td> </tr> <tr> <td data-bbox="147 873 326 957">Autocorrection</td> <td data-bbox="326 873 464 957">AC</td> </tr> <tr> <td data-bbox="147 957 326 1052">Dit le mot à l'élève</td> <td data-bbox="326 957 464 1052">D</td> </tr> <tr> <td data-bbox="147 1052 326 1115">Pause</td> <td data-bbox="326 1052 464 1115">il joue</td> </tr> </tbody> </table>	Les conventions	Code	Omission	maison	Ajout	vite Va^te coucher	Substitution	dit doit	Répétition	R	Prononce le mot	P	Autocorrection	AC	Dit le mot à l'élève	D	Pause	il joue	<p><i>Pendant la lecture silencieuse, je vais vous écouter lire chacun à votre tour et tu auras la chance de me dire ce que tu as appris.</i></p> <p>Record your running record, as well as your observations on the 'Lecture orale' sheet. This sheet can be reused (with a different coloured pen) at the next conference and provides a record of growth through the reading levels.</p> <p>Scribe answers to questions on the 'Conférence' sheet. (The interview allows students to demonstrate their understanding orally.)</p>	<p>Interview each student in turn. If the student has chosen a book that is too hard or too easy, suggest that they might want to read another book to you and record what book they chose independently.</p> <p>One on one time is valuable.</p> <p>Use the same procedure for each reader. No one reader is singled out.</p> <p>Most students are comfortable sharing a book in a small group, while others may be more comfortable in another setting, sharing their book 1 to 1.</p>
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	<p>Place two copies of each book on the table for browsing.</p> <p><i>Maintenant tu peux choisir un livre que tu es capable de lire.</i></p> <p>Remind students that they can draw and write about their book on the Thinking Paper (<b>Mes idées</b>).</p>	<p>Give the students a few minutes to settle and choose a book before you start the first conference.</p>																		
<p>Assessments should allow students to <b>exhibit their strengths</b>.</p>	<p>Give students the time they need to find their 'just right' book before starting the first conference.</p>	<p>It usually takes most students a few minutes to choose their book.</p>																		