

MSV Analysis

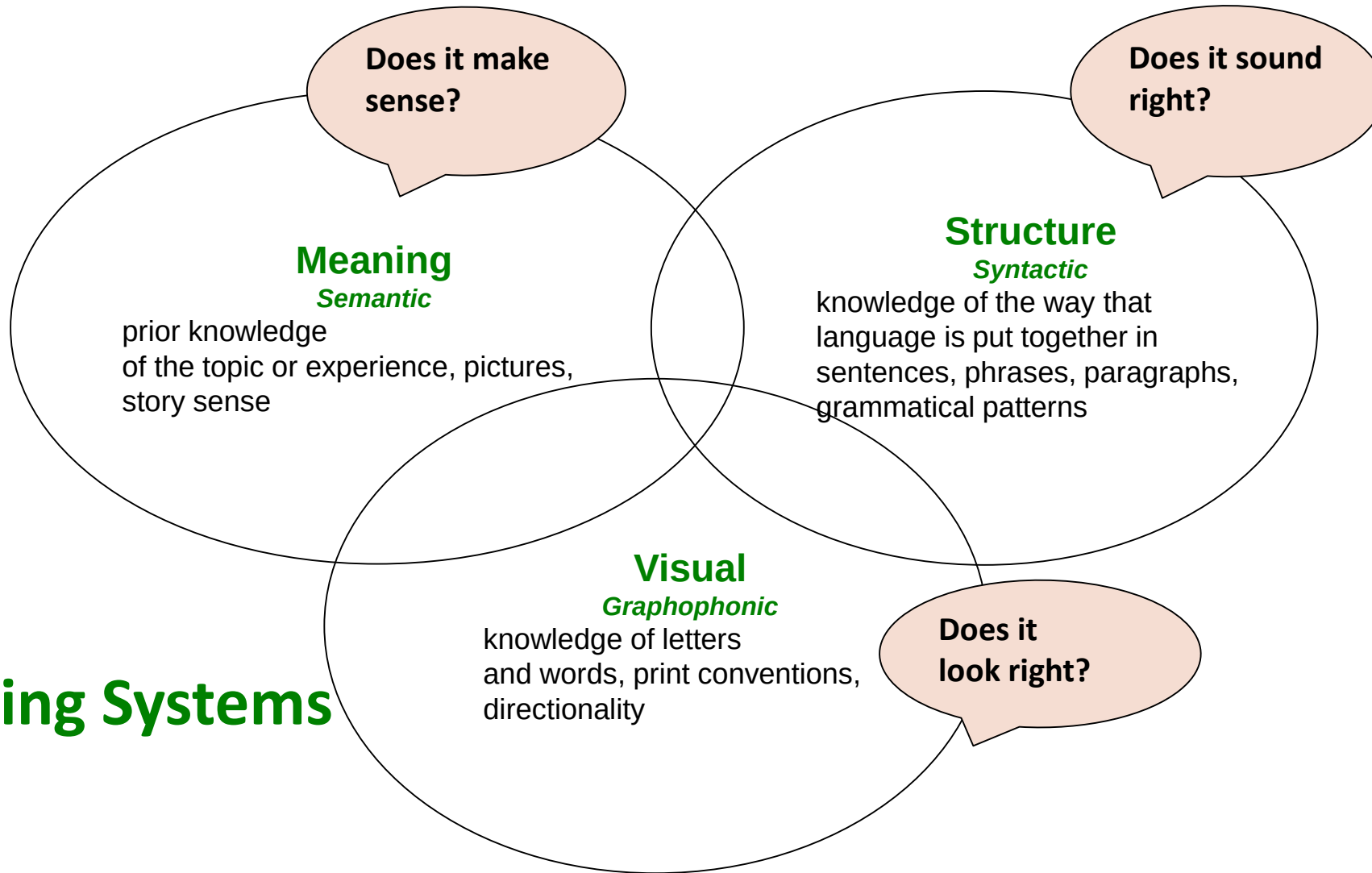


Practice running records and MSV analysis



Fountas & Pinnell
LITERACY™

Three Cueing Systems





The ability to observe,
analyze and interpret reading
behaviour is foundational to
effective teaching. It is the first step
in helping struggling readers.



ANALYZING ERRORS: MSV

Meaning: Readers often make substitutions that indicate they are thinking about meaning of the text. For example, a reader might say *cool* for **cold**.

in cool environments. (reader)
in cold environments. (*text*)

Ask yourself: ... **Does it make sense?**

If so, circle the **M** in the sources of information column under error (E).

Structure: We have implicit knowledge of the way words are put together to form phrases and sentences. It “sounds right” to us. Readers often substitute nouns for nouns or verbs for verbs, indicating an awareness of the structure of language. For example, a reader might say
in *cool* environments. (*reader*)
in cold environments. (*text*)

Ask yourself: ...**Does it sound right?**

If so, circle the **S** in the sources of information column under error (E).

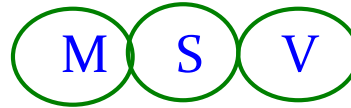
Visual Information: Readers use the visual features of print – the letters and words – to read. They connect these features to phonetic information that exists in their heads. For example, in the following sentence, a reader might say *hit* for **hot**.
It was a *hit* day.

Ask yourself: ...**Does it look right?**

If so, circle **V** in the error column.

ANALYZING THE DATA

cool for cold



hit for hot



What Do Errors Tell About the Readers' Use of the Sources of Information?

Meaning (M) – Does the error make sense in terms of the meaning or message of the story?

Structure (S) – Is the error influenced by the structure (syntax) of the sentence up to and including the error?
Does it sound right?

Visual (V) – Does the error resemble the word in the text? Does it look similar?

What Do Self-Corrections Tell us?



What is the one thing that probably sent the child back to fix the error?

Why Count the Number of M,S,V?

One should analyze every error and count those that show attention to this or that kind of cue. We want to be able to conclude, **on good evidence**, that 'He pays more attention to visual cues than to meaning', or 'He is guided by structure and meaning but does not search for visual cues'. It is only when you go to the trouble of analyzing all the errors that you get quality information about the way the reader is working on print.

Marie Clay p. 31 Obs. Survey

PROCESS TO ANALYZE MSV

1. **Analyze** sources of information used and neglected
 - What is the student's pattern of using and neglecting?
2. **Theorize** about processing problems.
 - What is being done well?
 - What processing problem needs to be shifted now?
3. **Select** teaching points.
 - Select 1-2 teaching points.

MSV Analysis – Crucial Questions

- What is the child able to do?
- How does she process texts?
- What does she do at the point of difficulty?
- What does she need to learn?
- How will you teach that?
- What prompt might you use?
- How will you determine if the child took on what you are teaching for?

Case Practice for Linking Assessment to Instruction

Yves – Out to Play



Teacher's Role in Supporting the Reader

Over time, readers assemble working systems to meet the demands of increasingly difficult texts.

Teachers support the process through:

- **Teaching** (demonstrating or showing)
- **Prompting** (cueing the reader to the action)
- **Reinforcing** effective reading behaviours

How Do I Use The Information?

Interpret and analyze student data to plan strategic instruction to meet student needs

- What skills and strategies need to be taught?

How can I best incorporate this into my planning?

- Planning for the individual, small group instruction and whole group instruction