



Instrumento de observación de los logros de la lecto-escritura inicial: Spanish Reconstruction of An Observation Survey A Bilingual Text

By Ana Maria Andrade, Amelia G. M. Basurto, Marie Clay, Olivia A. Ruiz, Kathy Escamilla

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The power of systematic observation to inform teachers and improve instruction is well documented. However, until now, this work has only supported English language literacy, even though Spanish speaking students constitute the fastest growing group in American schools.

Drawing on the theoretical framework that made Marie Clay's *An Observation Survey* such a success, a new team of authors has developed and applied these same tasks for Spanish speaking students.

Instrumento de observación de los logros de la lecto escritura inicial is not a literal translation of Clay's original book, but a conceptual re-creation from English to Spanish, based on extensive research in bilingual education. It considers how children who come into contact with two languages use those languages to make sense of their world, providing plenty of observation tasks to monitor their progress.

Since the work was developed for use in the United States, explanations of theoretical concepts, procedures, research results, and directions to teachers are all presented in English. The observation tasks, examples of student responses, and directions for their administration appear in Spanish. Response and recording sheets are in both English and Spanish.

Collectively, this book expands the knowledge base of bilingual teachers in a way that enables them to be better observers of children's literacy behaviors and, in the process, improve instruction. Efforts like this are imperative if we are to realize the academic potential of Spanish speaking students in our country.

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Editorial Review

Review

“The least complicated entry into literacy learning is to begin to read and write the language that children already know and speak. What they already know about language can then be used to power their literacy learning.”—Marie M. Clay

Language Notes

Text: English, Spanish

About the Author

Marie Clay, FRSNZ, FNZPsS, FNZEI(Hon), Emeritus Professor, taught in primary schools and then at the University of Auckland where, for the next 30 years she introduced educational psychologists to ways of preventing psychological problems. She did post-graduate study in Developmental Psychology at the University of Minnesota on a Fulbright Scholarship and completed her doctorate at the University of Auckland with a thesis entitled "Emergent Literacy." Her 'Reading (and writing) Recovery' is an early literacy intervention, which is now implemented in five countries, and three languages. Literacy Lessons Designed For Individuals integrates what has been learned from that innovation with new research and theoretical advocacies. Shifts in early literacy learning can be monitored by teachers using her Observation Survey of Early Literacy Achievement in English, Spanish and French. A series of individual lessons can be delivered in those languages to about 150,000 children worldwide annually using a guidebook called Reading Recovery: Guidelines for Teachers in Training. Literacy Lessons Designed for Individuals is a similar guidebook which aims to make accelerated progress possible for a wider range of problems. Marie Clay was past-President of the International Reading Association, served on the editorial committees of professional journals, was a research consultant at home and abroad including UNESCO, chaired a Social Science Research Committee advising government on policies and research allocations, and worked internationally with problem-solving related to early intervention research and practice.

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