

The “Eyes” Have It!

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“The hardest-to-teach children who need this early intervention do not follow predictable paths of progress. That is why individually delivered and individually designed teaching is needed.”
Guidebook p. 19

“And if the teacher begins to expect certain competencies to emerge before others, she is forcing a sequence of change on the child when the essential feature of this programme is that teachers remain responsive to the leaps forward, or confusions and regressions that emerge during the teaching of a particular child.”

Visual Working System

Adjusting visual
perception to text on
the printed page

Learning to Look at
Print

Locating Responses

EOT

EYES

OFF

TEXT

Jack

Letter Id 19 Stanine 1

Oo Jj C Xx Ii others were correct by random guess, many confusions

Ohio Word Test 0 Stanine 1

Concepts About Print
13 Stanine 4

Writing Vocabulary 4
Stanine 3

Hearing Sounds in Words
1 /s/ Stanine 1

Text Reading

Easy

Mom (seen) 100% SC ø

Instructional

Hats Level 2 91% SC ø
0:2

Hard

A Bird Can Fly Level 1
50% SC ø
0:8

Eyes Off Text

Locating Responses

“If the child needs help to ‘see’ the words and spaces between words, write out a line or two of the text of the book in large print exaggerating the spaces.”

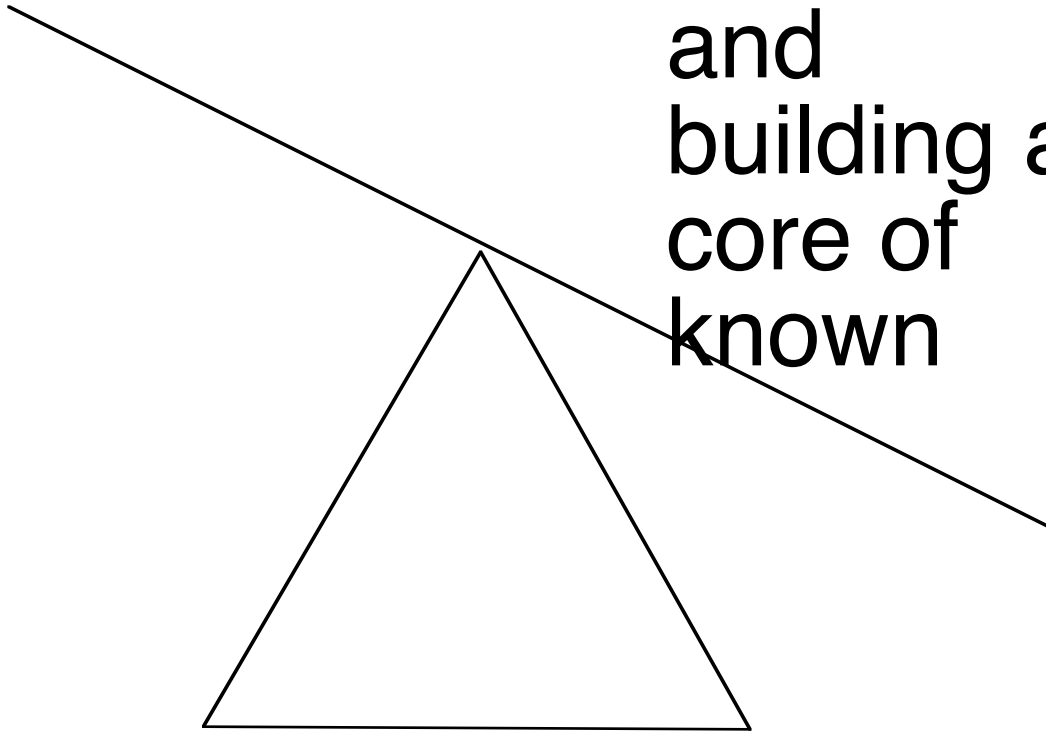
“Cut the sentence up into single words as the child watches.

Get the child to remake the sentence and reread it several times, pointing carefully.”

Guidebook p. 22

Processing

Teaching
Hard
and
building a
core of
known



Reading Books and Writing
Stories

“As to the specific behaviours needed to read texts the earliest ones (1-4) are very important because through them the child comes to control his visual attention to print.”

Guidebook p. 48

1. Directional Movement

2. One to One Matching

- Accompany the child's pointing with your own pointer and fail to move on when he makes an error that you feel he could self-correct. (Guidebook p. 48)

- When you want to slow down a too fluent language response, use two small pieces of card or two fingers to frame each word.

Guidebook p. 40

3. Locating one or two known words

- Prompt the child to use a special cue he knows.

- Tell the child the word

- Could it be?

- Would that make sense?

- Would “___” fit there?

-Do you think it looks like “___”?

Mask and Ask

“After the child has read the whole story with miscues on one or two words which you are sure he knows, turn back and encourage him to locate those items he knows in text.”

- Read back an error sentence to him and ask “ You said... was that right?”

- Reread the page or sentence up to the known-word-read-wrongly with fluent phrasing and stop, or if you need to give more help, articulate the first sound of the problem word.”

(Guidebook p. 40)

KNOWN

“Identifying a known word in a text, either at the teacher’s direction or independently-The ability to do this establishes a further (beyond mere word boundaries) basis for monitoring or accurate reading. It helps establish the habit of visual attention to print.”

Dr. Noel Jones

Mask and Ask

Show me

This is done quickly
and not belabored. It
should be a fleeting
detour from text
reading to notice
something familiar in
print.

The teacher
might frame the
problem word
and say “Read
this word” and
then ask the
child to reread
the line or page.

If the word is one
the child knows
how to write, the
teacher might say,
write _____. then
“can you find that
word on this
page?”

Shift responsibility to
the child and you
might say

“Did you see a word
you know on this
page?”

of

“Show me a word
that you know how
to write.”

“The Eye
Signals Error”

Becoming
Literate
p.168-169

Change Over Time
Chapter 4
Adjusting the visual
working system for
literacy: learning to
look at print

“When visual
perception is poorly
organised, the child’s
classroom learning is
massively muddled.”

p. 145

“Educators will agree that children have to learn how the sounds of spoken language relate to printed language, but they too often overlook the obvious, that children must be able to find out which visual hooks to hang their phonemic awareness on.” p. 146

“Learning to look
at language
symbols and
knowing what to
look for is a
beginning task
for the literacy
learner.”

p. 146

“Teachers have to be sure that wandering eyes become disciplined and notice the features of letters, and the detail of print. The order of inspection is critical. The coordination of body, hand and eye movements is involved when children are learning to pay visual attention to print.” p 146

“In a study of the physical movements that young children made when they were reading to a teacher (McQueen 1975), it was not surprising that one of the factors highly related to reading progress was whether the eyes were seen to be ‘wandering’ or whether the reader could focus attention on the print. Where to look and what to look for, how to fixate and move the eyes across print are among the first things a novice reader learns.” p. 155

Getting more technical about visual information

Expectancy
Directing attention
Looking, searching,
comparing and
discriminating
alternative possibilities tested
out
Trail and check
Decision

p. 157

Some apparently simple activities are actually quite complex

“How, precisely, does learning to hear the sounds in words involve auditory and visual perception? How does slow articulation of a word help auditory perception and visual perception?”

p. 165

Visual perception is affected by situations or conditions.

“Teachers must ensure that the child’s visual attention is directed where it needs to be, and must find ways to prevent ‘wandering eye’ behaviour.”

‘crisp and clear work with letters on the magnetic board’

child works at his eye level
things to be compared close together
big spaces

“Children need experience with words in texts and words in isolation; words in continuous text favours learning about word probabilities while words in isolation favours learning about letter sequences.”

p. 171

“Verbal instruction almost always get in the way of a fast visual response. If the emphasis needs to be on fast perception then limit instruction to simple imperatives such as “Do this!” or “Cover that end!” synchronised with what is happening.’

p. 174

Young cat! If you
keep
Your eyes open
enough
Oh, the stuff you will
learn
The most wonderful
stuff!

---I Can Read With
My Eyes Shut

The more you read
The more things you
will know
The more that you
learn
The more places
you'll go.

---I Can Read With
My Eyes Shut

Revised pages for Literacy Lessons

Locating what to
attend to in print

Literacy Lesson
Designed for
Individuals

Part 2

(LLDFI)

p. 15 -18

LLDFI p. 17

“If the child needs help to ‘see’ the words and spaces between words,

- write out a line or two of the text of the book in large print

exaggerating the
spaces,

- or cut up a sentence into single words as the child watches,

- or you can over-emphasise the spaces by spreading out the words at first, and then

gradually reduce
these to normal
spacing,

- or the child can
remake the sentence
and reread it several
times, pointing
carefully.

LLDFI p. 105

“The earliest specific behaviours needed to read texts have been discussed in sections 1-4 of these procedures. Through them the child learns to direct his eyes to attend to print in helpful ways.”

“Crucial information in reading enters the brain through the eyes. One question helps us focus on the complex early reading challenges: Is the child searching the print on the page in a helpful sequence of moves?”

1. Directional
movement

2. Finding the
words: one-to-one
matching

“You could
accompany the
child’s pointing with
your own pointer
and fail to move on
when he makes an

error that you think
he could self-correct.

LLDFI p. 106

If the child gives a
fast response from
his fluent language,
and is not using his
eyes, use two pieces
of card or two fingers
to frame each word.”

3. Locating known words or letters in continuous text

LLDFI p. 106

Prompt the child to make use of something you know he knows.

- Tell the child the word but make the child do some

checking by asking a
question.

“Do you think it
looks like.....?”

MASK AND ASK

LLDFI p. 106

“After the child has read a whole story with errors on one or two words that you expected him to know, turn back and encourage him to locate those items in the text.”

When he responds
you might point to a
letter and ask...

“Can you hear this
letter?”

You might read back
an error sentence to
him as ask

“You said..was that
right?”

LLDFI p. 107

“You might reread the page or sentence with fluent phrasing, up to the known-word-read-wrongly and stop, or, if you need to give more help, articulate the first sound of the problem word.”

LLDFI p. 107

“Locating what you know is a precursor of the independent searching he will engage in later. At this time what you are asking for is more like “Find the hidden object in a page of scribble.”

LLDFI p. 2

“Hard-to-teach children do not follow predictable paths of progress so teachers will design a lesson sequence that is different for each child.”

LLDFI p. 2

“It is an essential feature of an early intervention which aims to accelerate learning that teachers remain responsive to the learning of a particular child, notice when it is

possible to allow a leap forward, or act immediately on any confusions and regressions that emerge during the lesson. The teacher must be tentative, flexible and immediately responsive to the

best opportunity for
a particular learner
to have at this
moment.”

You relate what you hear or see to things you already understand.

The moment of truth is the moment of input,

- how you attend,
- how much you care,
- how you encode,
- what you do with it
- and how you organise it.

How well you access it depends on how well you stored it in the first place? How do you become more savvy about the way you remember things? Have a good system. Notice your errors and try to fix them.

-Dr. Larry Squire