

# Working System that Work: Fluency, Comprehension & Problem Solving.

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# Simple versus Complex Theories

*Even though a simpler theory may suffice for most children, I am certain that a view of complexity is the kind of understanding required to deliver results in an early intervention programme aiming to prevent subsequent literacy difficulties in as many children as possible.*



# Processing System

In whatever way we conceptualize the processing system (as cell assemblies, or networks, or strategies, or working systems), they *must be infinitely flexible and temporarily tentative* during the acquisition of literacy.



Meaning Focus

Visual Scanning

Fluency

Word Recognition

Expectation of What  
Fluent Reading Sounds Like

Sight Words

Problem Solving



Knowledge of Text  
Structure

Expectation of Connections

Text-Text:    Text- Self;    Text - World

Oral Language

Reading Comprehension

Vocabulary Learning

Word Recognition

Rapid

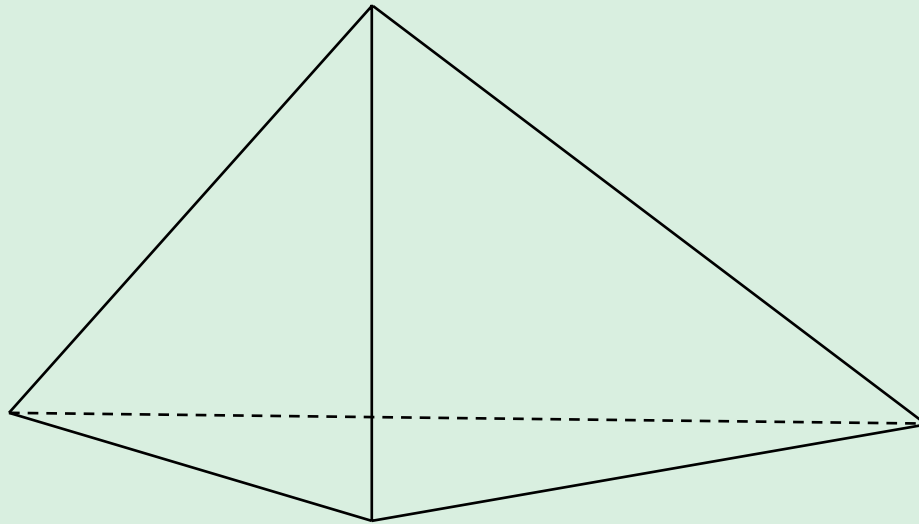
Problem Solving

Experience/  
Background Knowledge



# Decision Factors

Response History



high



Prompt  
Support

low

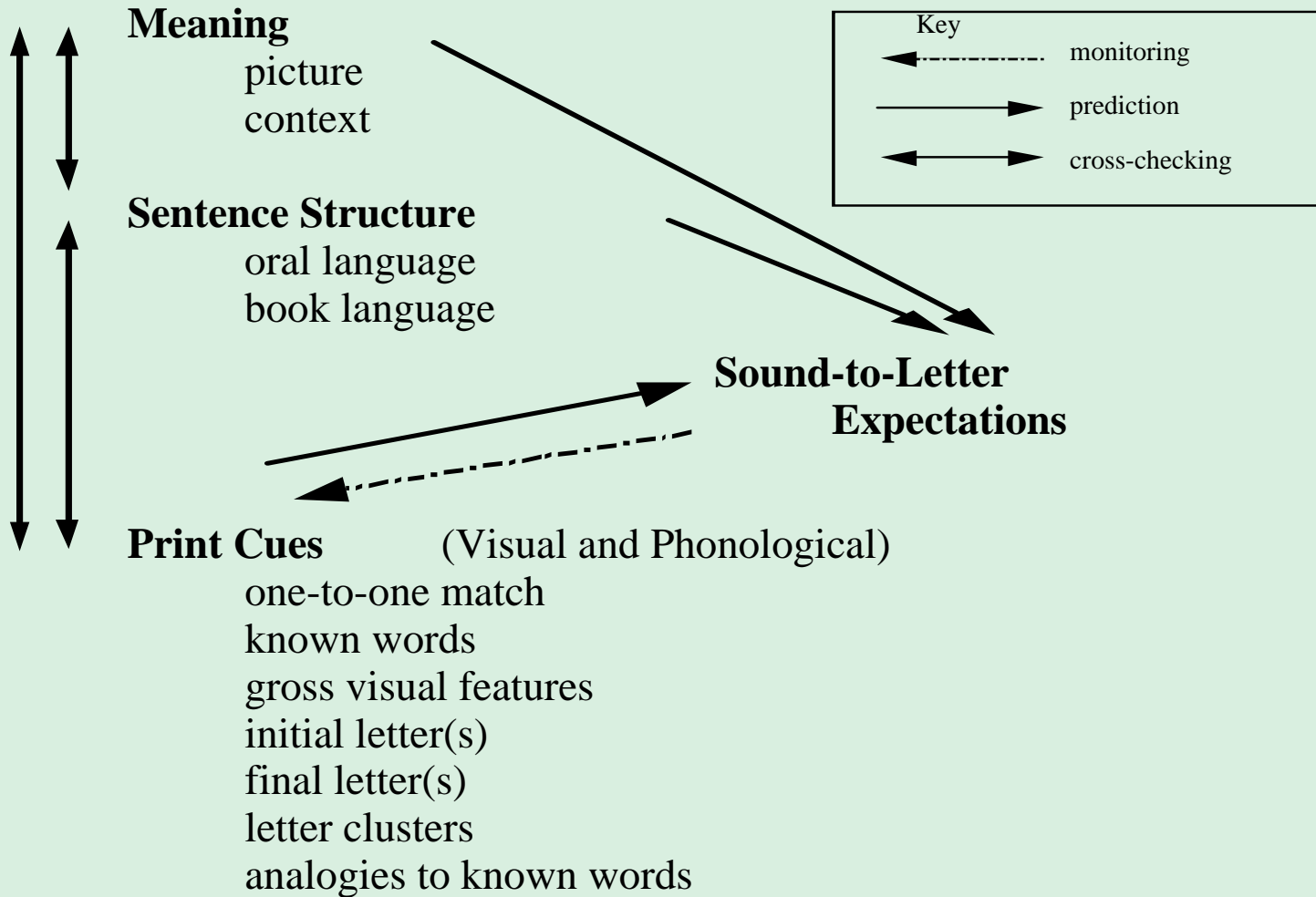
Information

- used
- noticed
- neglected

Strategy

- monitoring
- searching
- fluency

# Information Sources



# Evidence

We may never have definitive descriptions of what a child needs to do while learning to read; all we can observe is the work children do as they read continuous texts aloud, and how they go back and alter their decisions, correcting themselves. This is the evidence teachers work with and one reason why early reading has to be a read-aloud activity.



# Running Record Analysis

- What information does the child use for initial attempts?
  - look for a pattern in errors
  - infer child's initial searching strategies
  
- What information does the child monitor?
  - look for a pattern in the errors the child notices and those s/he neglects
  - infer child's level of monitoring
  
- What information does the child use to make self-corrections or multiple attempts?
  - look for a pattern in the child's processing at difficulty
  - infer searching strategy at difficulty

# Teaching for Strategies

Young children are usually confused if we try to put these mental activities into words. Teachers cannot teach the learner how to orchestrate this complexity but they can support the child who is constructing effective reading processes, pointing up relevant information with direct and indirect prompts. If the teacher does not understand literacy processing, prompting will be hit or miss.



# Responsive Teaching

Once a teacher understands how to make a facilitating response to the child's half-right and half-wrong responses at the most powerful point in time, he or she becomes effective.

(Partners in Learning, 1993, p. 149)



# Self-Extending

A self-extending system can be thought of as bringing about new forms of mediation, or altering an existing working system to become more effective, or compiling more effective assemblies of systems.

COT, p. 136

