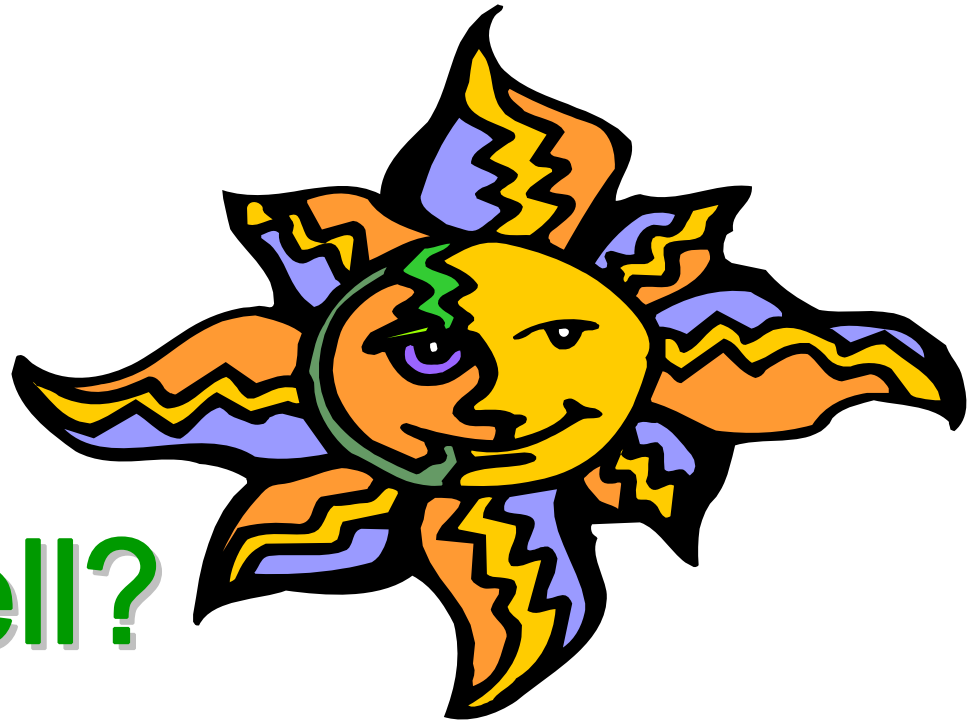


# What Do Your Stories Tell?



Sandra Shavlik

2006 National Reading Recovery®  
Conference

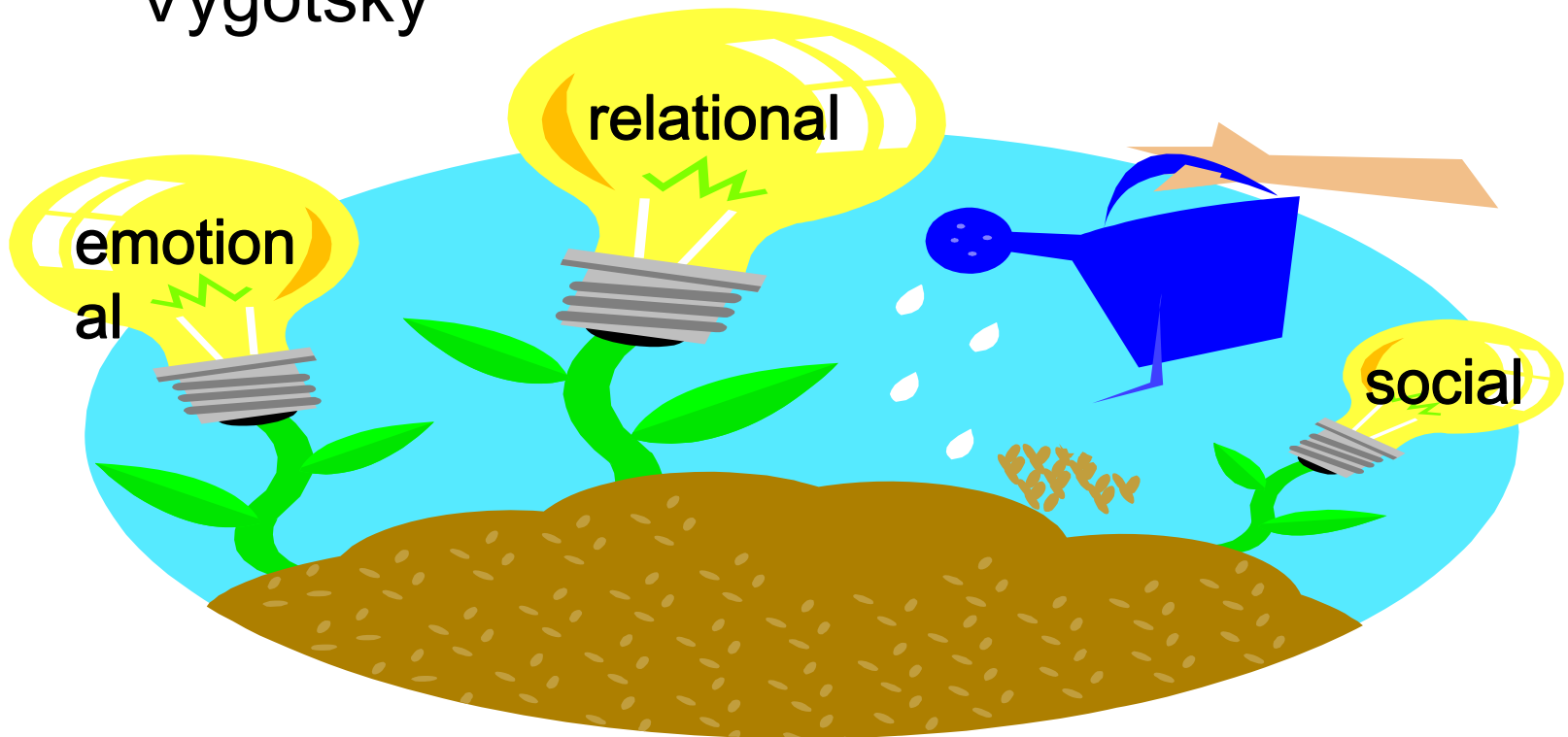
[sshavik@greenbay.k12.wi.us](mailto:sshavik@greenbay.k12.wi.us)



# Educational Life

Children grow into the intellectual life around them.

Vygotsky



# Words are like weapons...

*Johnston*—I focus on those things

That teachers say

(And don't say) whose

Combined effect changes

The literate lives

Of children.



# Language

Discourse penetrates  
A fair way into  
Our perceptual  
System.

Harre and Gillet



# Digging Ditches...

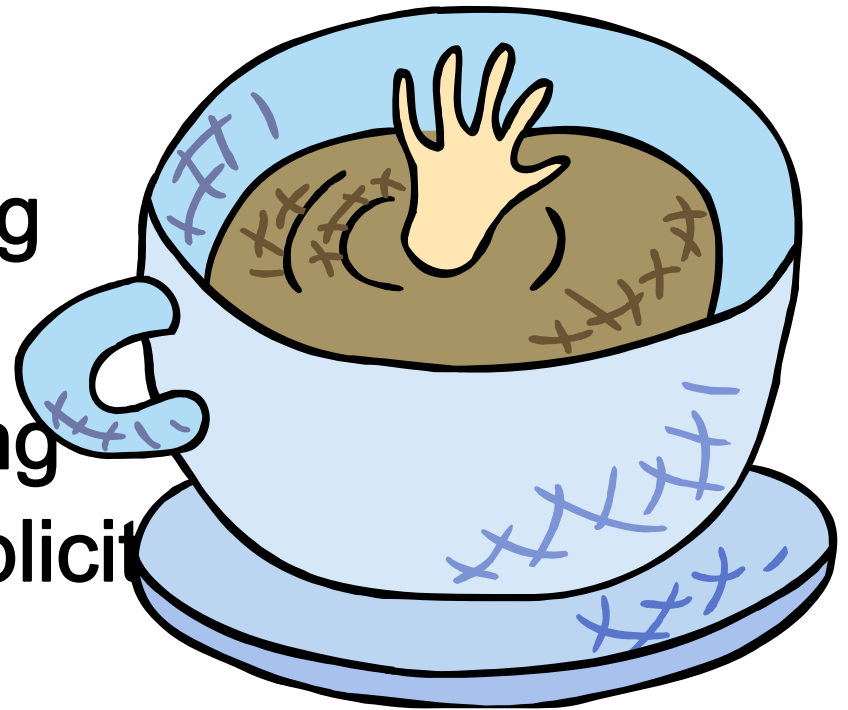
The better you know  
Something, the more  
Risk there is of  
Behaving egocentrically  
In relation to your  
Knowledge.

Donaldson



# A helpful hand...

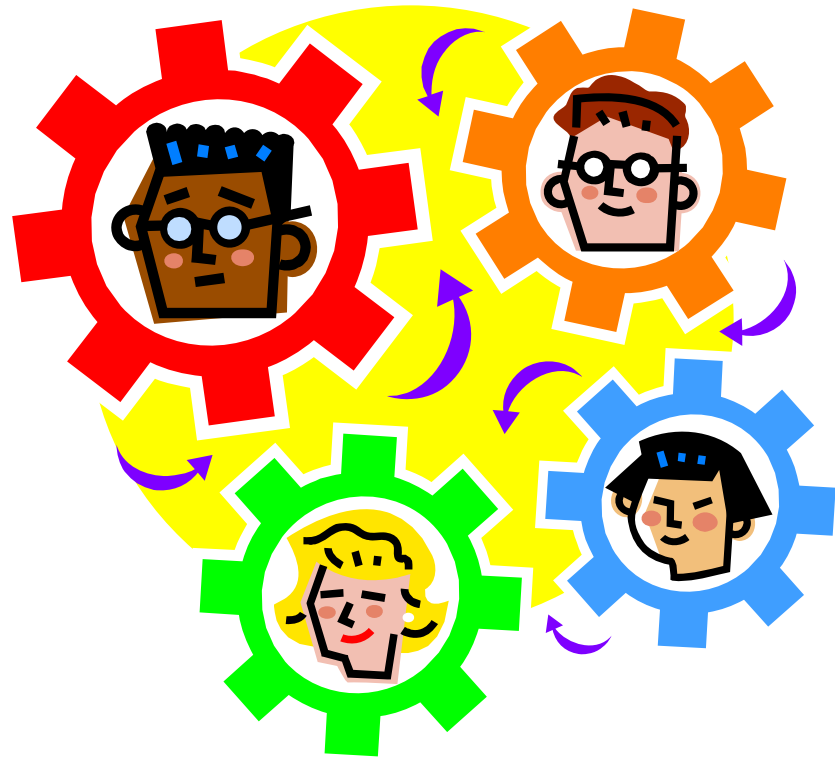
It is true that we are  
often less explicit  
Than we might be,  
That we are confusing  
When we try to be  
Explicit, and that being  
More thoughtfully explicit  
Can be important.



# Shaping literacy

How do I  
Make that  
knowing  
Yours?

Shavlik



# Noticing

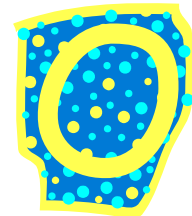
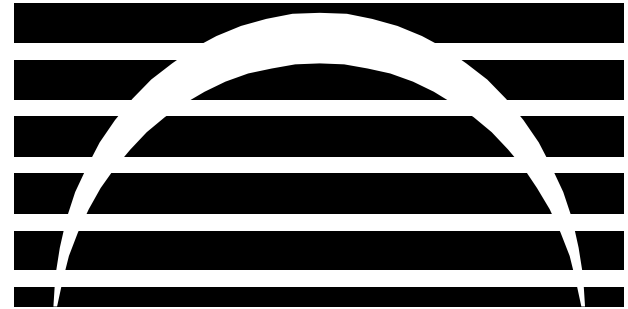
Noticing **first** the  
Part that is correct,  
Or makes sense,  
Is a perceptual  
Bias we need  
To extend to  
Students.



# Naming...



Starting with the  
Child's observations  
Rather than the teacher's  
Has many advantages.



# Emotions

The attention system  
In many ways  
Is the gatekeeper  
Of knowledge.

Gauvain



# Self-efficacy

Socializing children's  
Attention to where  
They are being  
Successful is also  
Likely to develop their  
sense of self-efficacy.

Bandura



# Re-search

Studies of teaching

Often mistakenly

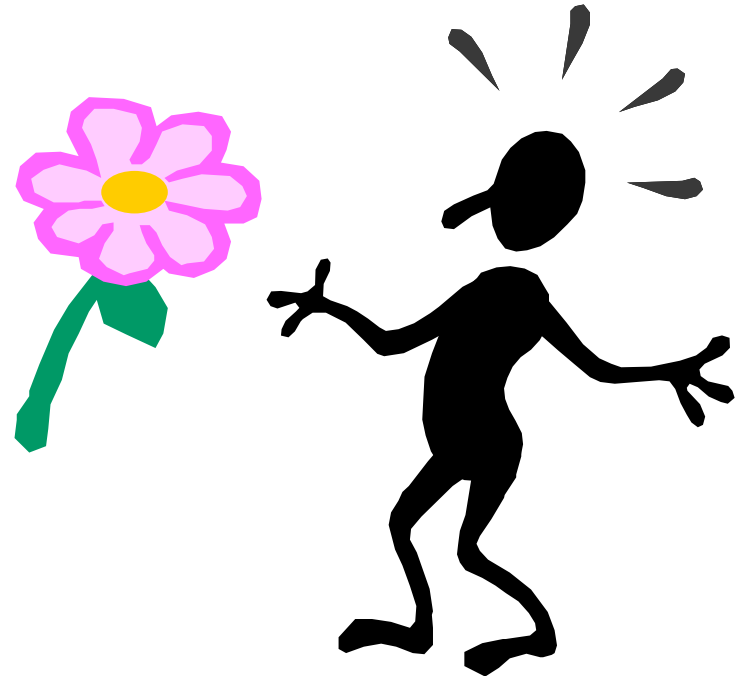
Neglect teachers'

Emotional responses.



# Surprise!

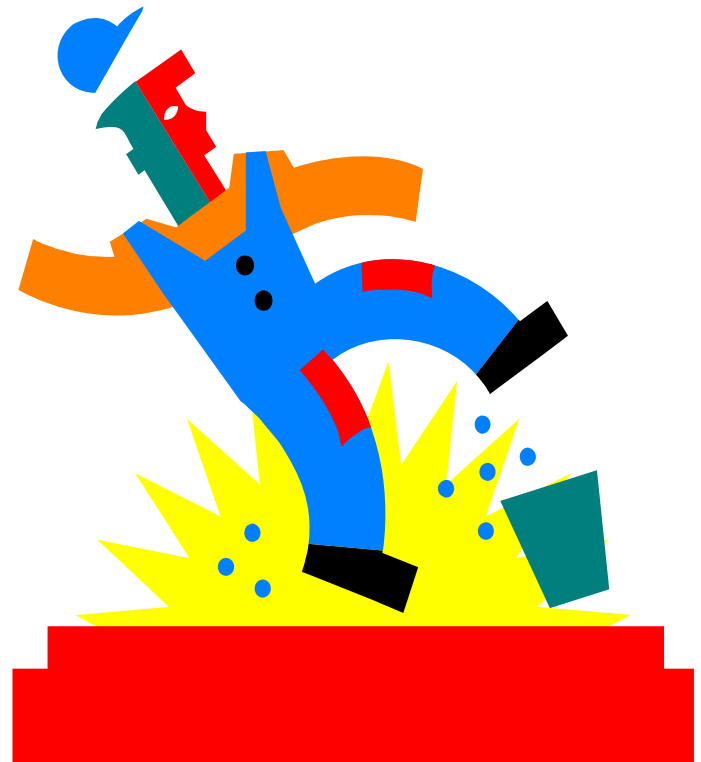
We especially  
Want children to  
Attend to their  
Feelings of surprise,  
Which is a good  
Indicator of conflicting  
Patterns or theories.



# Stumblers

Men often stumble  
Over the truth,  
But most of them  
Pick themselves up  
And hurry off as if  
Nothing had happened.

Winston Churchill



# Children

They narrate their  
Lives, identifying,  
Themselves and the  
Circumstances, acting  
And explaining events  
In ways they see as  
Consistent with the  
Person they take  
themselves to be.



# Identity

Implicit in these  
(children's) identities  
Are notions of community  
Since identity is tied  
To both  
Uniqueness and affiliation.

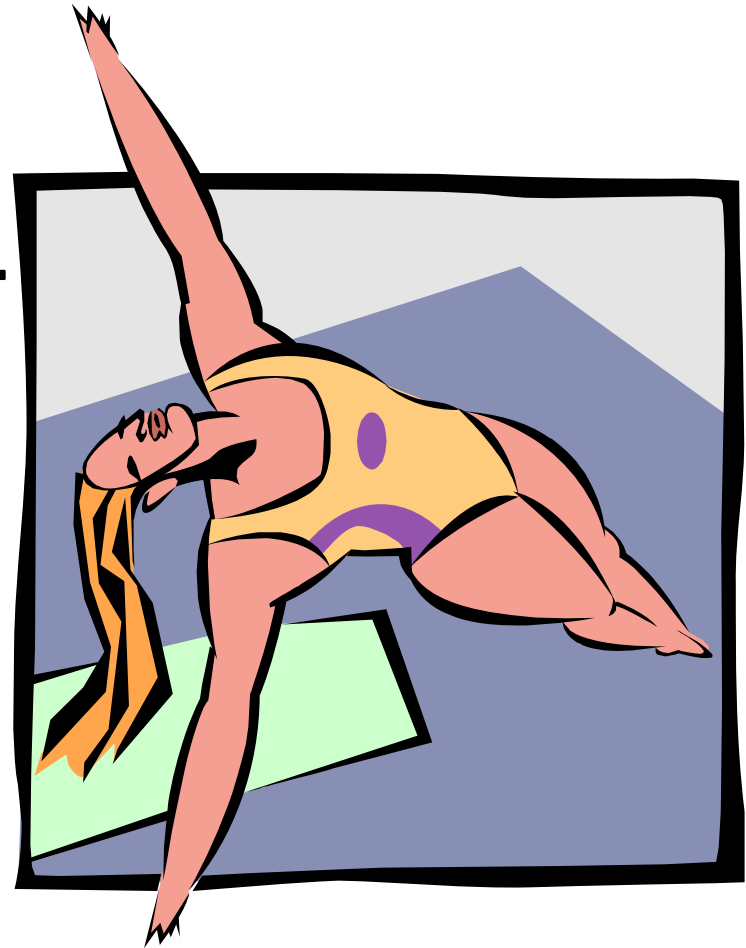
Gee



# Agency

Resiliency is borne  
Agency is developed.

Shavlik



# Generalizing

It seems the less  
Compartmentalized  
We make children's  
Learning lives, the more  
Likely they are to  
Transfer their strategies  
Problem-solving to  
other situations.



To understand another's speech, it is not enough to understand his words—we must understand his thought. But even that is not enough—we must also know its motivation. No psychological analysis of an utterance is complete until that plane is reached.



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