

*Tackling Words
in Continuous
Texts*



**Sandra Shavlik, Reading Recovery®
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Dr. Clay defines reading as a “message-getting, problem-solving activity, and writing as a message sending, problem-solving activity. Both activities involve linking invisible patterns of oral language with visible symbols.”

Lessons One p. 1

Individual Lessons



Our literacy assessments need to reflect and encourage resilience—a disposition to focus on learning when the going gets tough, to quickly recover from setbacks, and to adapt.

Johnston

Individual Lessons

There is no predetermined game plan or sequence of moves that will deliver success.



During early lessons

RR instruction emphasizes
left to right movement

- Across a line of text
- When reading word by word
- And when writing words letter by letter
- And when analyzing a new word

Lessons Two p. 200



Children can learn to read on text!

Although the first pieces of a jigsaw puzzle take time to assemble, the more complete the puzzle the quicker you can place the last pieces.

When things work well together, the brain seems to know when it is making a good response and how to get to even better responses in the future.

Developmental Sequence

Early Reading Acquisition

Kindergarten

1. Alphabet knowledge
2. Beginning consonant awareness
3. Concept of word in text
4. Spelling with beginning and ending consonants
5. Phoneme segmentation
6. Word recognition
7. Contextual reading ability



First Grade

Concepts About Print

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Age 5:0		x																						
5:6	x		x	x	x	x	x	x	x	x	x										x			
6:0																			x	x		x		
6:6												x	x		x								x	x
7:0														x		x	x	x						

The Sequence of Symbols

Attending in a left to right sequence when reading English is not something already programmed in the brain. It must be learned.

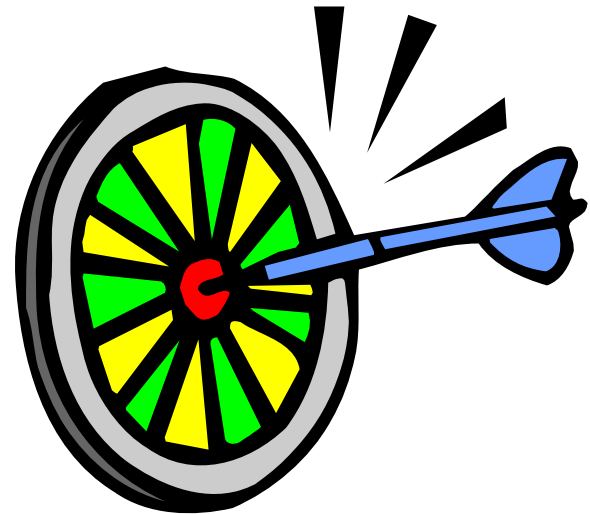
- Lessons Two p. 3



Acceleration...

Depends upon how well the teacher selects the clearest, easiest, most memorable examples with which to establish

- A New Response
- Skill
- Principle
- Or Procedure



Lessons One, p. 23

Choice of Text

For the early stages of learning about direction select texts that use strong clear print that is well-differentiated from the pictures and with several words to a line.

✓ Preferably: text top left of the page and the punctuation is normal.

Get the rule-governed behavior firmly established before introducing opportunities for the child to cope with more variation.

Lessons Two, p. 13



Evidence to look for...

The child moves from not perceiving printed words as units in text bounded by spaces to accurate locating responses on text reading.

- Child: I c a x p a x x x x a x o a x.
- Text: I can paddle a boat.

- Child: I cxx pxxxxx a bxxx.
- Text: I can paddle a boat.

The first break...(p. 19)

When	What	How	Why
<p>As early as possible. However, delay the construction by the child until he has shown a preference for attending to a word, left to right.</p>	<p>Breaking letters out of a known word, p. 19</p>	<p>Demonstrate with deliberate movements breaking letters, sliding them from first to last</p> <ul style="list-style-type: none">•Above•Or below•Or to his left	<p>One of the reason for reading difficulties (both early and persistent) seems to be failure or delay in establishing the sequential, left-right processing.</p>

The early intervention teacher's task is to analyze the child's learning in order to know how to shape his encounters with the language.

Lessons Two p. 138

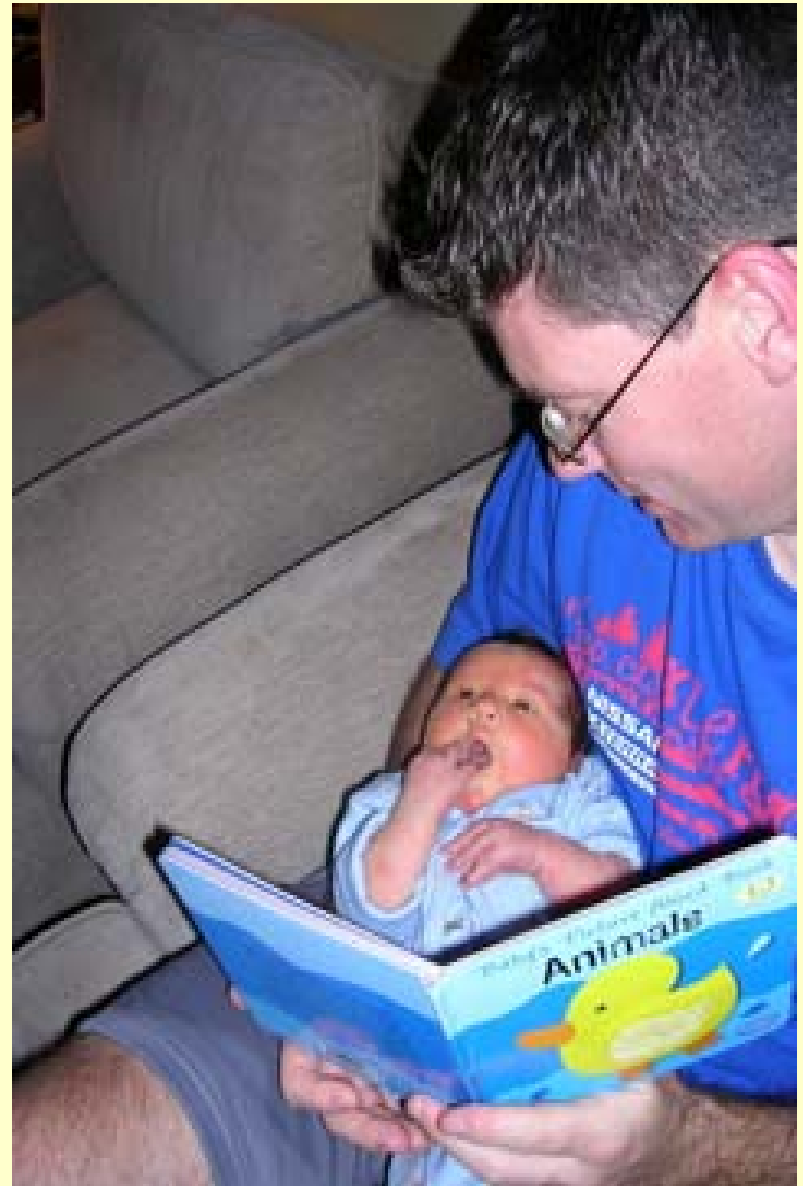


Next break...(p. 42)

When	What	How	Why
<p>Moving from page 19 to page 42</p> <p>d) I can take words apart—when the child can work well with letter id., both upper and lower case, supplement the letter work with some quick work on words in isolation.</p>	<p>Build a carefully chosen word letter by letter, left to right.</p> <p>Say, If we were going to make X, we would have to make it letter by letter.</p> <p>Use known words at first; you are teaching how to do this.</p>	<p>When asking a child to construct a word in isolation, give him only the letters needed for the word in a jumble on the magnetic board. Then ask,</p> <p><i>What word have you made?</i></p> <p>Building conceptual competency—How many letters are in that short word?</p> <p>Show me one..</p>	<p>Initially children do not understand the relationship of letters to words.</p>

Children who have grown up in stimulating learning and language environments and have become good word learners orally often find it easy to learn words, establish networks of relationships among words and extend their knowledge of words in reading and writing.

N. Jones



Expand the meager knowledge of words

Use the particular words this child has worked on in other activities-

reading and writing.

Page 40 Some of the things that may help a child learn to read and write a new word are these...

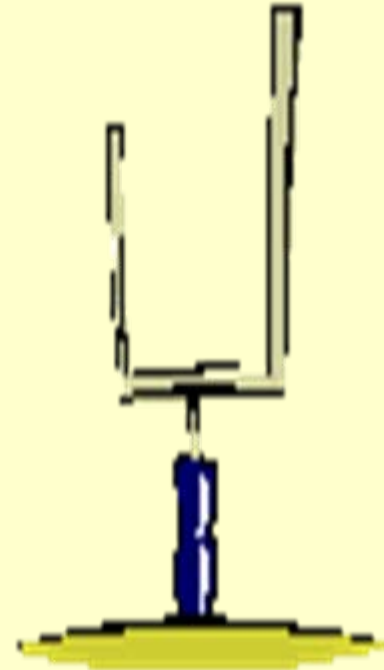
Assemble magnetic letters from left to right (as when you assembled a word making it letter by letter)

Write the word in big print

Ask the child to trace

Use different mediums (interest helps)

Success depends on
“how quickly and
efficiently the
teacher can lift and
expand the child’s
range of
performances.”



Another break...(p. 43)

When	What	How	Why
<p>When you judge that this is just 'too easy' shift to another break.</p>	<p>Adding on a final inflection seems easy for the child if you ask him to add onto a word he already knows.</p>	<p>Choose a word from a previous text with one syllable plus an inflection.</p> <p>What's the first letter in X?</p> <p>Can you hear the last part of x?</p> <p>We can take the first part away (to the left).</p>	<p>Adding inflections to the end of words he knows might teach the child the important concept that words are built up by adding letters.</p>

Movement precedes talk... (p. 44)

When	What	How	Why
<p>You have already taught the child to break the word up into single letters. Now, in contrast he is breaking words into two parts.</p>	<p>Steps 1, 2, and 3 have helped the child to break words apart,</p> <ul style="list-style-type: none">•To do this letter by letter•To take off and put back an inflection•To break single syllable words into two parts,•And to respect sequence, from left to right.	<p>d) I can take words apart, p. 43—44.</p> <p>You have asked the child about the number of letters in earlier lessons. At this stage the attention is on wholes and parts</p>	<p>At this point, we only want the child to learn the general principle that words can be broken in more than one way.</p> <p>This is a ‘seeing’ task.</p>

Check the more competent beginners too...

✦ There are two shifts that clearly call upon the reader to adjust his expectations about direction.

1. When the page of print in beginning books changes from one to two or three lines of print.
2. When the sentences do not finish at the end of a line but run on to the next line.

New Boots

Jack and Billy
went into the shop
with mom.

“Come and look at the
boots,”

Said Mom.

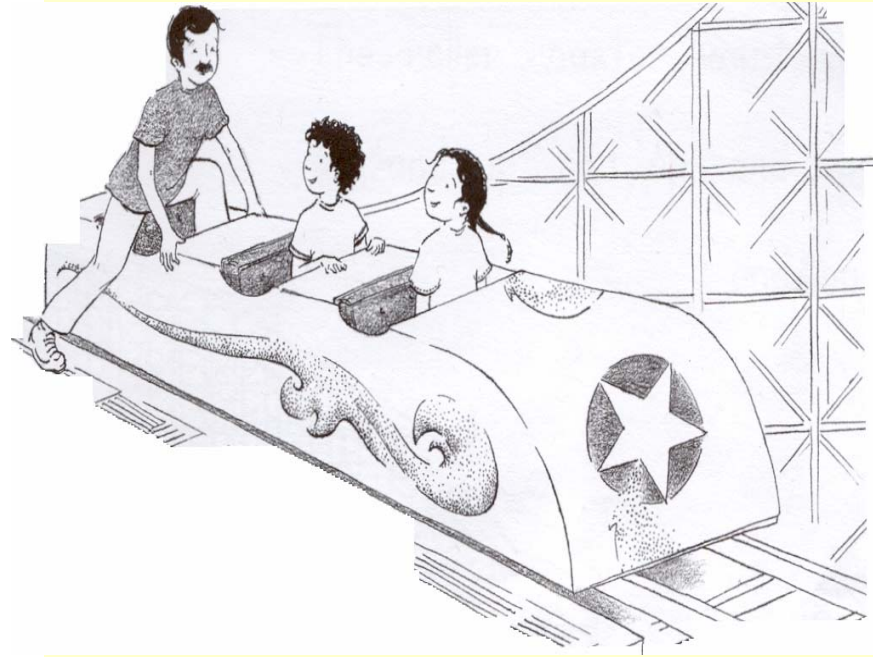
“I will get you some
boots.”



The Roller Coaster

Maria and Carlos
got into the roller coaster.

Dad got into the roller
coaster, too.



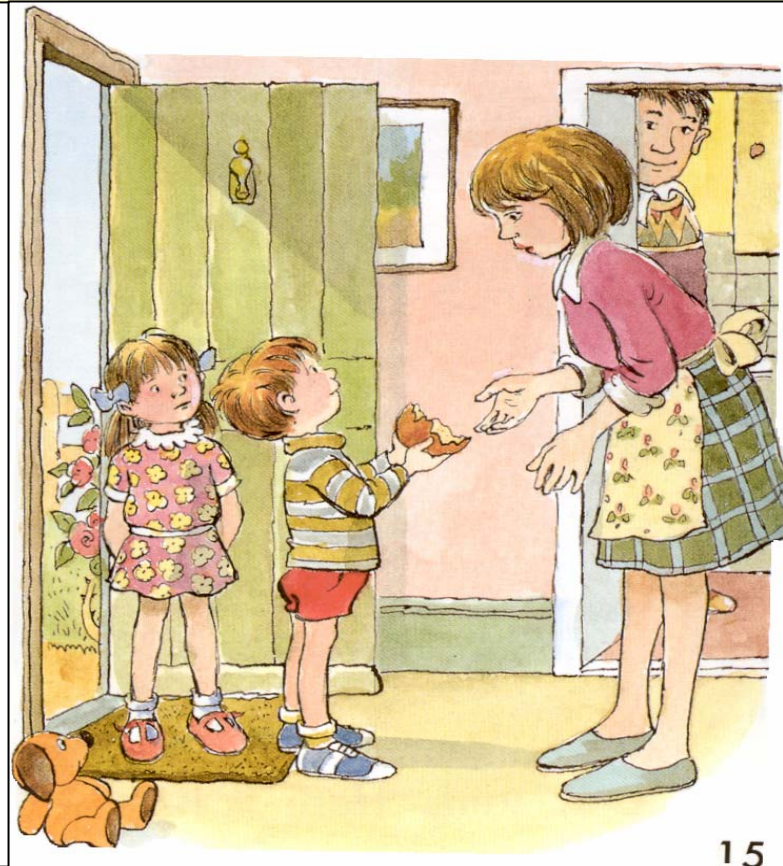
Decision Making

The important thing about the self corrections is that the child initiates them because he decides that something is wrong and calls up his own resources for working on a solution.

» Lessons One, p. 45

Bread

Mom said,
“Where is the rest
of the bread?”



Using existing resources...(p. 140)

When	What	How	Why
<p>On page 140, when the child has a grasp on sequence, the teacher may ask the child to mix up his version and make it again.</p>	<p>The brain forms its own rules probably based on how often things have used the same circuits</p>	<p>1 Learning on words I know The letters needed are jumbled on the white board. Say, “look at the word” “run your finger under it as you say it slowly” “what do you hear at the beginning?”</p>	<p>The point of this exercise is to develop the child’s ability to construct known words, letter by letter, from left to right, easily. This will help him get faster at constructing and checking.</p>

Using existing resources...(p. 141)

When	What	How	Why
<p>When you believe the child is ready to add a second word to the mix, working with known words and comparing the known with the new will be next. This calls for an analysis of onset and rime and will prepare the child for substitution.</p>	<p>This next move will deal with the child's ability to relate similarities and differences with words.</p>	<p>2 To look for similarities Comparing two words can be useful.. Say, 'check it with your eyes, move your finger under it, Read it,' (added sound component)</p>	<p>This will help the child to approach the breaking of English words in flexible and tentative ways. Visual searching for known parts arises from seeing what is similar in what is different.</p>

Using existing resources...(p. 141)

When	What	How	Why
<p>When the child is able to compare and contrast words, working within sequential constraints, move on.</p>	<p>Demonstrate deliberately how you can take away one letter and put a new letter in its place. This adds displacement of a letter in a word.</p>	<p>3 Learning to substitute an initial letter</p> <p>Demonstrate the taking one letter away and substituting it for another letter.</p> <p>Then pass a letter to change. Use this format for different and longer words.</p>	<p>Sometimes you can solve a word by seeing a part that can help.</p> <p>A searching prompt: “Look for something that may help you.”</p>

Using existing resources...(p. 142)

When	What	How	Why
When the child is ready move to a harder task of substitution.	Use a three word set. Work with the child to construct it. Either you construct the list while the child watches or do it together.	4 To compare three words in a set—changing the first letter <u>Model:</u> <u>child:</u> bug bug hug rug	One way to work with language is to store the regular examples.

Seedlings

The Zoo in Willy's Bed



Story and Illustrations by
Kate Sturman Gorman



**He sings to the bears
and hugs them too.**

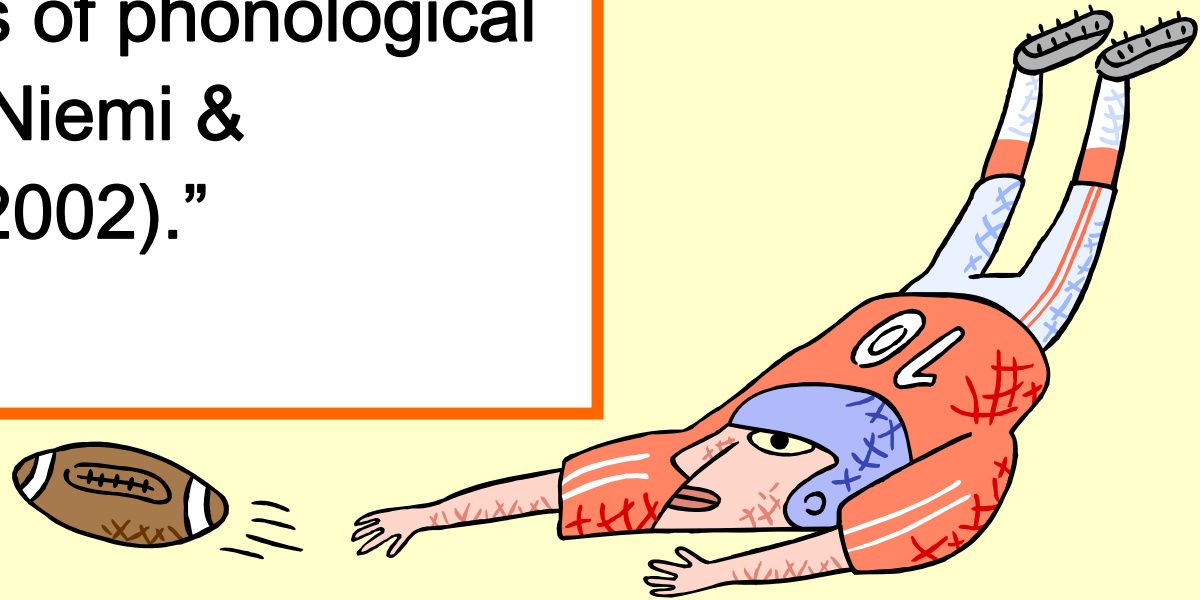
Using existing resources...(p. 143)

When	What	How	Why
<p>When the child is ready, move away from two-letter words.</p>	<p>Changing the onset means changing the first letter, or the cluster or first consonant, and retaining the rime or end-part of a one syllable word.</p>	<p>5 To change the onset and retain the rime</p> <p>Ask the child to hear the part of the words chosen and say the part that is the same.</p> <p>Quickly make the part and say it.</p>	<p>Encourage flexibility in thinking about letters and letter groups within words.</p> <p>Search prompt: The teacher articulates the part and the child locates the part. p. 133</p>

Using existing resources...(p. 143)

When	What	How	Why
<p>When the child scans left to right consistently on earlier ways of working with known words, attention to the end of the words will be next.</p>	<p>Examine words that start alike. Other words, such as with the example of out in 'shout' might creep in.</p>	<p>6 Retain the onset and change the rime</p> <p>she shout ship</p>	<p>Good readers use an amazing range of flexible and diverse ways for solving text. Searching prompt: You know a word that starts (onset) like that. p. 132</p>

“A brittle disposition in children prior to first grade negatively predicts word recognition in grades 1 and 2, and is a better predictor than assessments of phonological awareness (Niemi & Poskiparta, 2002).”



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