

Lesson Component	What hinders sustained attention to print? (LLDFI-2, Clay)	What enhances or improves sustained attention to print? (LLDFI-2, Clay)
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Writing	<ul style="list-style-type: none"> ◆ No experience with story telling (p. 50) ◆ Laborious writing (p. 51) ◆ Meager knowledge of words (p. 51 & 57) ◆ Altering his story (p. 56) ◆ Uninteresting writing topic (p. 55) ◆ Constructs new words slowly ◆ Doesn't make connections with things he knows ◆ Poor oral language ◆ Writes known words slowly ◆ Not anticipating errors (p. 66) ◆ Repeating aol error patterns increasing neural network to use that route again (p. 66) ◆ Not accepting his composing or changing too much (p. 66) ◆ Not being able to 	<ul style="list-style-type: none"> ◆ Engage in good conversation (RATK, lessons) ◆ Proper, quick, often letter formation ◆ Build new words from known words ◆ Story ownership belongs to child ◆ Write about child's interests ◆ Learn how to say words slowly and write the sounds he hears ◆ Able to bring something he knows to the construction of a new word ◆ Write known words fluently ◆ Clear prompting (p. 65) ◆ Excellent conversations (p. 65) ◆ Typing out stories motivates some children (p. 65) ◆ Practice, practice, practice –
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	<p>hear and record sounds efficiently</p> <ul style="list-style-type: none"> ◆ Too much teacher talk ◆ Writing too much for them ◆ Too much talk ◆ Too much time on letter/word formation ◆ Allowing the known letters/words to be done slowly ◆ Introducing words that contain too many letters he can't produce easily ◆ (Composing) ◆ Oral language ◆ Sense of story ◆ Hold onto idea ◆ (Printed message) ◆ Limited letters, sounds, words ◆ Directionality ◆ Reciprocity of early behaviors 	<p>stretching, clap syllables, say it slowly, sound boxes, stretch it out</p> <ul style="list-style-type: none"> ◆ Let child do more without worrying about everything being correct ◆ Have them write what they can – even if you tell them what to write ◆ Rephrase shorter version ◆ Teacher pops in letter/words as needed ◆ Expecting quick writing of known words/letters ◆ Ensure he knows a lot about the letter in the word you select for attending ◆ Rich conversation ◆ Knows what arouses/motives child ◆ Demonstrate how to hold onto idea ◆ Don't alter child's language (p.56) ◆ Use known automatically ◆ Trust teacher scaffold ◆ Co-construction
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		<ul style="list-style-type: none"> ◆ Teacher as “knowledge holder”
Cut – Up Stories (pages 81 – 85)	<ul style="list-style-type: none"> ◆ Too much teacher talk ◆ Word work in isolation ◆ Cut up is not tool used daily ◆ Too much segmentation ◆ Difficulty with one to one matching (visually) ◆ Words with more than one syllable ◆ Confusion with spacing ◆ Relying on initial sound only to re-construct sentence (words that look similar) ◆ Ability to sustain story ◆ Lack of early behaviors being controlled 	<ul style="list-style-type: none"> ◆ Works with word placement in context ◆ Student composed / known text ◆ Sequencing, direction, 1X 1 all practiced ◆ Provides opportunities for transfer , speaking to writing to reading ◆ Physically moving the words to form a sentence ◆ Clap the syllables and cut the word into syllables ◆ Exaggerating the spaces between the words ◆ Looking all the way across the word ◆ Give model if can’t remember ◆ Reread many times as teacher writes ◆ Teacher observes what child attends to and neglects
Word Work	<ul style="list-style-type: none"> ◆ Too many new things ◆ Teaching a word before a child encounters it 	<ul style="list-style-type: none"> ◆ Build on what he knows ◆ Linking what is known to what is unknown ◆ Words with more

	<ul style="list-style-type: none"> ◆ Too much attention on endings ◆ Thinking that children must remember words before being able to read or write them. ◆ Something new in each component of the lesson ◆ Teaching unusual words that the child might not encounter again ◆ Talking to child about rules 	<p>distinct visual features</p> <ul style="list-style-type: none"> ◆ Constructing words and taking them apart in many places ◆ Add inflections ◆ Exposure ◆ Teach left to right scanning early ◆ Echoes from one part of lesson to another ◆ Magnetic letters movement – more than once ◆ Maintaining and utilizing W.V. and R.V. charts ◆ Transfer W.V. and R.V. words onto card that the child can use ◆ Working on breaking
Letter Work	<ul style="list-style-type: none"> ◆ Teacher insists on one type of label being used ◆ Teacher talks too much ◆ Teacher pays too much attention to a particular item ◆ Teacher thinks the child understands what is being asked on them 	<ul style="list-style-type: none"> ◆ Arousal: Allow the child to label letters in any appropriate way ◆ Motor Orientation: Child runs over new letter with finger to feel shape ◆ Novelty Detection: develop many interesting ways for drawing child's attention to features

	<ul style="list-style-type: none"> ◆ Try to teach an unfamiliar word ◆ Resistance to try unknown word on writing page ◆ Reversals of 2 letters ◆ Has not made a connection for letter name or sound 	<ul style="list-style-type: none"> ◆ of letters ◆ Executive Organization: allow opportunity for the child to rediscover the focus item ◆ Start with a known word – name (interest) ◆ Notice what the child finds easy ◆ Use 3 ways of remembering letters (movement, words, visual form) ◆ Introduce a new letter in an array of letters they know ◆ Daily writing – stand and work at eye level to try words ◆ Teach and focus on one, until child knows – “You support the other one” ◆ Child’s choice of picture for alphabet book ◆ Do not overestimate child’s ability to learn the rest of the letters
Text Reading	<ul style="list-style-type: none"> ◆ Teacher talk ◆ Extraneous kid talk ◆ “Greater number of alternatives the more time” (and shifts in attention) “Is required to make decisions” 	<ul style="list-style-type: none"> ◆ Listing of successful processing (p. 86-87) ◆ Economy of talk ◆ Speechless demonstration ◆ “Crisp” teaching ◆ Having the child be a flexible decision-maker so he can switch attention to

	<ul style="list-style-type: none"> ◆ Memorized Text ◆ Superficial attention especially during familiar reads ◆ Over involvement with picture even after several reads ◆ Too many details and too many new concepts during book introduction ◆ Text has too much pattern/structure 	<p>what he decides is necessary</p> <ul style="list-style-type: none"> ◆ “Arrange things during familiar reading to that the child is able to enjoy reading” ◆ Familiar text still being orchestrated ◆ Encourage the child to solve his own problems ◆ Keep out of the reading as much as possible ◆ New book – daily practice in attempting new material w/ teacher actively supporting tentative efforts to solve new problems ◆ During familiar read – books are enjoyable and easy to read ◆ Locating familiar words provides motor orientation and reward ◆ Provide novel experiences with familiar texts but give different purpose statements for reading ◆ Questioning type book intro ◆ Topics are interesting
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