

Better Early Than Late

Teaching early, consistently, and
persistently for a self-extending
processing system

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Better to be early than late!

1. Explain a “processing system”
2. Recognize an individual processing system under construction
3. Create many chances for the child to search for and use multiple information sources from the very beginning and continuously

Talk about the processing ! ?

- Young constructive readers and writers work at solving sentences and messages by
 - Choosing between alternatives
 - Changing responses rapidly at any point
- Attending to different kinds of knowledge as they are searching, selecting, rejecting, self-monitoring and self-correcting
 - LLP1, p. 3

“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 organize it.”

How do you become more savvy about the way you remember things?

Have a good system. **Notice your errors and try to fix them.**

Processing? What is that?

- Finding the information in print
- Using the information found in print
- Making decisions

Working with several information sources involves....

- **Picking up information**

Attending, noticing, being aware

- **Working with the information**

Different kinds of information in a variety of contexts

- **Putting it all together**

Multiple sources converge



Processing system for reading....

- Begins when the child is expected to compose and write a simple text
- First working system
 - Expecting messages to exist in written form
 - Some information is *visible* in the print and layout
 - Some information is *invisible*
 - Change Over Time, p. 97

Learning to look at print

- The child must learn...
 - To attend to some features of print
 - To follow rules about direction
 - To attend to words in sequence
 - To attend to letters in a word left to right in sequence
- Until the child attends to print in an organized way the teacher's moves or questions or comments will confuse him. (LLP2 p3)

An interactive theory

- “I cannot assume that children will construct the sources of knowledge about the arbitrary written code entirely alone
- co-construction occurs during interaction with knowledgeable adults.
- The adult must enlist the child’s attention and effort and provide helpful information in response to what the learner is able to do.”
 - Change Over Time p. 102

Invisible Information

- Listen to how the reading sounds; how the child puts words together
- The delivery (oral reading) reflects reader's interpretation of the meaning
- Sammy at the farm
Sammy saw a horse butt / (but)
The horse didn't see Sammy.

The system is developing....



- The reader can draw from
 - current understanding,
 - oral language competencies,
 - visual information,
 - phonological information and
 - knowledge of printing conventions,
- in ways which extend both the searching and linking processes as well as the item knowledge repertoires.

M. Clay (2001) C.O.T. p. 224

How teachers contribute...

- Taking advantage of learning opportunities
 - Interacting with partially correct responses
- Prompting to influence improved choices
- Altering the interaction depending on the difficulty or newness of the task
- Working along a sliding scale of least to most help
- COT p. 98

Roaming around the known

- Time to teach the brain...
 - to be aware of things stored; to call up useful strategic actions
 - to practice accessing and using that knowledge
 - to gear up to actively using **his** eyes, **his** ears, and **his** thinking. (LLP1, p 33)

Brain functions

- “You relate what you hear or see to things you already understand.” (LLP2, p.102)
- Vision is not a one way street from the eyes to the brain. (p. 100)

Saying and doing

Looking and doing are intertwined.

- Reading and writing demands that different kinds of knowledge are pulled together.
In the beginning this is a challenge.
- An observant teacher knows how and when to help the child achieve the necessary coordination.

Some early connections...

- Story with oral language
 - Invite, entice the child into a partial reconstruction or conversation around a carefully selected story as lead into shared writing.
- Link hearing with movement
 - LLP2 p.33 Example – Kevin
 - Clapping syllables heard
 - Using Elkonin boxes for sound analysis

Assembling Messages

Reading, Writing, Speaking

- Attention is on assembling the message from the word level up (most of the time).
- Focus is more on the assembling processes than on the breaking down processes.

Assembling Messages

Great potential

LLDFI P Two p. 84

- Seriously important outcomes can be expected and observed...
 - Is the child monitoring ?
 - Is the child self-correcting; checking even before manipulating some of the pieces?
 - Did the child change the level of her attention
 - Phrase
 - Word
 - Letter

Assembling Messages

LLDFIP2 p. 84

- In what parts did the child work with speed, fluency and accuracy?
- When did she have to slow down?
- What part of the processing needed extra attention?

Assembling cut-up stories: Reading, Writing, Speaking

- Interrelationships of three language activities become obvious to children as they learn about:
 - One-to-one correspondence (spoken & written words)
 - Direction
 - Checking
 - Monitoring
 - Self-correcting
 - Breaking oral language into segments
 - LLP2 p. 821-82

What do proficient readers do while reading?

- Build complex reading processes from the beginning stages of learning to read
- Take multiple routes to problem solving
- Change direction when selected route fails
- Maintain focus on meaning

Processing System

may be under construction or already exist

Change Over Time, p. 123.

Example A

- **Processing System Under Construction**
- **Slow working, linking and deciding**
- **Attention given to:**
 - Learning how to pick up information
 - Learning how to link information
 - Learning how to check information

Example B

- **Processing System Is Available**
- **Rapid processing**
- **Attention given to:**
 - Rapid parallel processing
 - If teachers want to see the rapid recognition (B) they have to help the learner to build the working system (A).

Keep in mind....

- Many different kinds of knowledge interact with each other early and begin to converge
- As each new feature of the code is noticed the child is enabled to notice more of the code.
 - [Can you put a lollipop in your.... (that looks like that one)]
- It takes longer to assemble the first pieces of a puzzle; the more complete the puzzle, the quicker you can place the last pieces. LLP2 34

Teacher's Contribution to the child's construction

- Attend more to writing early LLP1 p 28
- Clear up concept confusions early (letter/word/first/last)
- Influence the choices made by constructive learner
 - Improving the choices to become more efficient, more focused, more rapid
 - Altering interaction (scale of help)
 - Change Over Time p.98

Do you have a bias?

Highly successful teachers appeared to have a bias toward prompting for text-level strategies; however, they did not neglect the use of visual information or attention to words. They help children analyze words using larger “chunks” of information in addition to letter-sound correspondence.

Teachers with lower student outcomes tended to focus more on letters and words and less on text-level strategies. They attended to letter-sound correspondence often; yet they did not appear to work toward helping the child use word analysis “on the run” while reading continuous text.

- When teacher is the authority, learning is blocked
- Prompting at too low or too high a level will draw child's attention away from problem to be solved
- Goal: To facilitate the child's system that is currently under construction...

Teacher's response

- Focus on what action or non action will cause lift in processing system
- Observe and respond to the processing system currently under construction
 - Partially correct
 - Where child is attending, trying, asking for help

Ways of knowing change over time

- Increased, slow, deliberate attention comes before fluency & flexibility.
- Consider the child's current degree of control before calling for speeded responses

Change Over Time

Continuum of Control

Teacher judges a word read or written or a process under construction to be:

*	*	*	*	*	*
New	Only just known Some awareness	Successfully solved or initiated	Easily produced but easily thrown	Well known recognized in most contexts	Known in many variant forms

Marie Clay, *Change Over Time*, p. 123 and p 175

Teacher Decision Making

- When to teach
 - Where child seems to be trying, thinking, working
- What to teach
 - Set goals; update predications of progress; record what you did & child's response
- How to teach
 - Along a scale of help
- Why to teach it

Strategic Actions

- Self-monitoring
- Noticing
- Cross checking
- Linking
- Initiating
- Searching
- Correcting

- See BI 64

Cazden, 1988

There is a critical difference between helping a child somehow get a particular answer and helping a child gain a conceptual understanding from which answers to similar questions can be constructed at a future time.

Orientation

“The more we give in the way of ‘gifts’ (like meaning and structure during book orientation), the more the child will give us in the way of problem-solving on the run, integrating all cueing sources effectively and efficiently”

Keeping the Processing Easy at Higher Levels of Text Reading, P. Kelly and J. Neal

A great irony...

- “At first, there is a discrepancy and a separation between children’s reading and spelling. They often can not read some words which they know how to spell and also fail to spell some words which they can read.”
- -Goswami, U. and Bryant, P. (1990). Phonological skills and learning to read, Psychology Press, U.K.

An explanation....

- At first, the wholeness of the story text provides the child with support. He begins by generating a text to fit the story, the illustrations and the teacher's introduction but not without attention to words.
- At first he detects errors of meaning or sentence structure by reference to his oral language system and when they occur he is expected to try to solve the problem by reading work.- p. 197 Clay, M. (1991),

Becoming Literate: The construction of inner control, Hinemann.

An internal processing system

- The internal structure of mental activity (strategic actions) used in reading and writing
- The process or act of coming to know through awareness, perception, reasoning, intuition, judgment, deciding
- Cognition is the larger mental activity that uses sensory information that is perceived

Finding and using information

- Acts of perceiving, recognizing, interpreting sensory input from
 - Hearing
 - Feeling
 - Seeing
 - Touching
 - Tasting

*And in the end
it is the individual adaptation
made by the expert teacher
to that child's idiosyncratic competencies
that starts him/her on the upward climb
to effective literacy performances.*