

Efficient Processing: Examining Teaching Moves  
Session Presented by Laura Juhl

Our children make two journeys in visual perception on the path to efficient literacy processing.

- The first is that the visual perception becomes more detailed, more differentiated, and then more richly patterned (chunked or clustered or unitized), and we may be conscious or not conscious of the patterning.
- The second is that visual perception becomes faster as we have more encounters with print.

Teachers may use this chart, partially extracted from pages 48-51 in Literacy Lessons™ Designed for Individuals, Part One, to examine changes in teaching moves to allow for shifts towards efficient processing.

Lesson Framework	Reading Recovery ® Student Behaviors/ Changes in Teaching Moves for Processing
<p>Rereading familiar books—I The child gives attention to concepts about print, direction, and the linking of print and speech. Becomes aware of, and uses, the visual features of language in print while still managing to read a story. This rereading will challenge aspects of his processing. A good reading at the level will sound good.</p>	
<p>Rereading yesterday's new book— I, II The changes on familiar books begin to appear on new books. The reader shows independent use of what was attended to yesterday. He uses a range of strategic activities—monitoring, choosing between alternatives, confirming or revising, and making appropriate links.</p>	
<p>Letter identification and breaking words into parts—I Learns to identify letters by some means. Breaks apart known words (from reading and writing) into letters and identifies some of these. The child is learning that letter order and letter orientation are important. II Breaks words into single letters, or into clusters, or into onsets and rimes, and into larger chunks. Fast recognition of letter forms with fast links to sounds are observed...</p>	
<p>Writing a story or message—I The child learns to compose a message to be written. The child works on directional and</p>	

<p>spatial rules, learns to form letters, learns to hear the phonemes in words, monitors all aspects of the task, and begins to build a writing vocabulary.</p> <p>II Writing vocabulary (words known in every detail) expands steadily. The child understands how to use phonological analysis of his speech with some independence and also gives attention to some orthographic features.</p>	
<p>Hearing and recording sounds in words—I Gets some phonemes, at first in any position, but shifts to hearing the initial phoneme, and searches for the first letter. Begins to search from the beginning to end of the spoken word.</p> <p>II ...Now the child usually works left to right on letters and first-to-last on phonemes.</p>	
<p>Reconstructing the cut-up story—I The child can monitor but only on a few features of print. He attends to the order of words, sequences of letters, and links to his own language.</p> <p>II Maintains control over the sentence, checks at the word level, particularly beginnings and endings, and corrects errors...</p>	
<p>Sharing the introduction to the new book—I The child learns how to attend to and use the teacher's introduction to orient himself to the new book.</p>	
<p>Attempting the new book—I The learner applies what is known to new text, such as one-to-one matching and locating known words. The teacher helps.</p> <p>II The child monitors, searches, discovers, cross-checks, repeats to confirm, and self-corrects. The novel text helps to reveal what is challenging the learner's processing system.</p>	

Adapted from:

Clay, M.M. (2005). Literacy lessons: Designed for individuals, Part one. Portsmouth, NH: Heinemann. Pp. 48-51.

Clay, M.M. (2001). Change over time: In children's literacy development. Portsmouth, NH: Heinemann. P. 167.

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Quotations

It was obvious that to change deviant patterns of development, we needed detailed accounts of optimum development.

Clay, M.M. "Simply by sailing a new direction you could enlarge the world". in *Journal of Reading Recovery*. Fall, 2007. P. 9.

This text does not prescribe the teaching emphases or sequences step by step. Teachers must learn how to compile a series of lessons from the suggestions in this book to suit the individual strengths and weaknesses of each child, taking into account where that child is on a gradient of learning from simple to complex. How long the child's series of lessons needs to be depends on how quickly and efficiently the teacher can lift and expand the child's range of performances.

Clay, M.M. (2005). *Literacy lessons™: Designed for individuals, part one*. Portsmouth, NH: Heinemann. P. 5.

Link something the child does easily with something he finds hard (for support) before asking for the difficult response on its own.

Clay, M.M. (2005). *Literacy lessons™: Designed for individuals, part one*. Portsmouth, NH: Heinemann. P. 38.

Sometimes the teacher will prompt to interrupt or break into an old habit that is a problem to this reader. The teacher in this case intends to break the link to the unwanted response.

Clay, M.M. (2005). *Literacy lessons™: Designed for individuals, part one*. Portsmouth, NH: Heinemann. P. 39.

...Learning, like comprehension, is a constructive process that is modified by what we already know from interacting with the people and world around us.

Lyons, C. in Dorn, L.J. & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse. P. xi.

As the child reads, his brain links the sounds of speech and the squiggles on a page of print and computes the probability of information. Children construct their personal rules about written language from the print you expose them to.

Clay, M.M. (2005). Literacy Lessons™ Designed for Individuals. Part One. Heinemann. P. 2.

Two journeys in the visual perception of print:

1. Becomes more detailed, more differentiated, and then more richly patterned (chunked or clustered or unitized), and we may be conscious or not conscious of the patterning,
2. And it becomes faster as we have more encounters with print.

Clay, M.M. (2001). Change over time: in children's literacy development. Portsmouth, NH: Heinemann. P. 167

Usually when the child has a confusion he is dealing with a package of information bound together—he is not distinguishing seeing print, from hearing words, from order and sequence issues.

Clay, M.M. (2005). Literacy Lessons™ Designed for individuals, part one. Portsmouth, NH: Heinemann. P. 40.

Studies of children who have just come to school show them moving across print, selecting some words for attention, or making up sentences to match the pictures. As they try to read and write they go through a process of discovery of how what they know relates to anything about the print on a page in a book. Research reports of young children produce evidence of beginning readers picking up different kinds of information in sequence. A child might attend to the first letter, then glance at the picture, return to the word, and reread the line. The eyes can jump rapidly around the print. If we do not help them to control the eye movement, the ineffective processing will become a matter of habit.

Clay, M.M. (2001). Change over time: in children's literacy development. Portsmouth, NH: Heinemann. P. 125.

One critical area of early literacy learning is directional behavior...

I am looking for movement in an appropriate direction from what he could already do at entry. Only careful monitoring will assure me that the child is not becoming confused and practicing inappropriate behaviours.

Clay, M.M. (2005). Literacy Lessons™ Designed for Individuals. Part One. Portsmouth, NH: Heinemann. P. 11.

An explanation of literacy learning is, I believe, deeply embedded in psychological theories about what the brain can and does attend to, and about how easily something that has happened in the past can be

recalled. Even more fascinating is how, when you are learning a complex thing a bit at a time, the pace at which you put it all together appears to be important. Negative effects tend to occur if you do a lot of reading and writing on the basis of a half-formed theory for too long.

Clay, M.M. (2005). Literacy Lessons™ Designed for Individuals. Part One. Portsmouth, NH: Heinemann. P. 2.

Speedy access to visual information in print is of the greatest importance in literacy learning.

Clay, M.M. (2005). Literacy lessons™: Designed for individuals, part two. Portsmouth, NH: Heinemann. P. 31.

The revised procedures for learning to look at print in this book recommend close attention early to establishing a systematic left-to-right approach to lines of print and letters in a word. If the problem persists then I recommend that you do not try to teach this by talking about it. The position of the child, sitting or standing to the left of the teacher is important. He can watch the teacher's careful demonstrations of the left to right assembling of words. She can control his construction of words by passing him magnetic letters in the correct order. Left to right scanning must become the habit, the default position, the sooner this happens the sooner other things will fall into place. Reading may slow up as the child begins to become more thoughtful about direction. Get the new learning firmly established before you try to speed up again.

Clay, M.M. (2005). Literacy lessons™: Designed for individuals, part two. Portsmouth, NH: Heinemann. P. 164.

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.

Clay, M.M. (2005). Literacy Lessons™ Designed for individuals, part one. Portsmouth, NH: Heinemann. P. 23.

Education is not about putting in the outcomes;  
it is about knowing what inputs,  
in what contexts,  
give rise to the desired achievement outcomes.

Clay, M.M. "Child Development". In Journal of Reading Recovery. Fall. 2007. P. 74.