

## Preparing Students to Read at Higher Text Levels

(From Marie Clay's Literacy Lessons Designed for Individuals Part Two unless otherwise indicated)

	<b>Why?</b>	<b>When?</b>	<b>Where?</b>	<b>How?</b>
<b>Meaning as feed forward</b>	<p>*Shaping up fast, efficient processing of continuous text. (p. 97)</p> <p>*To get the message we must understand what we read (p. 98)</p> <p>*To learn to check on his own behavior (p. 108)</p> <p>*To use prior experience to understand the message (p. 111)</p> <p>*To develop initiative in self-correcting and independence (p. 113)</p>	<ul style="list-style-type: none"> <li>▪ Familiar reading</li> <li>▪ Running record</li> <li>▪ First reading of new book</li> <li>▪ After first reading</li> <li>▪ After second reading</li> </ul>	<ul style="list-style-type: none"> <li>▪ p. 204 and 205 (Prompts)</li> <li>▪ p. 97-98 (Teaching after second reading)</li> <li>▪ p. 108 (Monitoring)</li> <li>▪ p. 111 (Searching)</li> <li>▪ p. 113 (Self-correction)</li> <li>▪ Section 15, p. 162-163 (Children who know little about storytelling)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brief conversation after reading</li> <li>▪ Questions to tie up the reading</li> <li>▪ "Look at the picture.</li> <li>▪ "Bridging comments</li> <li>▪ "Remember that they went to the shop and..."</li> <li>▪ "You said...did that make sense?"</li> <li>▪ "Try that again and think what would make sense."</li> <li>▪ Allow time for self-correction.</li> <li>▪ Praise self-correction.</li> <li>▪ "You made a mistake on that page, can you find it?"</li> </ul>
<b>Fluency</b>	<p>*"...we level books to allow for the build-up of fast responding (p. 151)</p> <p>* "If a reader can (phrase) easily then he attends..." (p. 150)</p> <p>**"Reading speed and reading fluency are linked..." (p. 151)</p> <p>**"When the reading is phrased..." (p. 150)</p>	<ul style="list-style-type: none"> <li>▪ "At no time in the RR lesson series should the child be a slow reader of the things he knows." (p. 151)</li> <li>▪ Familiar reading (p. 98)</li> <li>▪ Reading of any continuous text</li> <li>▪ At higher levels, on new material (p. 157)</li> </ul>	<p>p. 151: "At no time..."</p> <p>p. 152: "Late first year and second..."</p> <p>p. 154: "When 1:1 is secure"</p> <p>p. 157: Fam. Reading</p>	<p>Procedures p. 152 -157</p> <p>p. 156: drop level</p>
<b>Fast control of the known</b>	<p>*Double deficit: Phonological awareness and speed of naming letters, words, objects (p. 161)</p> <p>*Allows readers to make faster decisions on the run (p. 24)</p> <p>*Building up a network of links of what is seen to what is heard (p. 31)</p> <p>*To have the word known in every respect (p. 63)</p>	<ul style="list-style-type: none"> <li>▪ In familiar reading: EMKW</li> <li>▪ After running record</li> <li>▪ In writing</li> <li>▪ During letter work</li> </ul>	<p>*p. 154 (Fast work)</p> <p>*p. 31 (Fast visual recognition)</p> <p>*p. 22-23 (Learning to look at print)</p> <p>*p. 40-41 (Expanding meager knowledge of words)</p> <p>*p. 47 (Encourage flexibility)</p> <p>*p. 62 (Write known words faster)</p> <p>*p. 107 (Prompt ways to remember words)</p> <p>*Section 19, p. 174-180 (When it is hard to remember)</p>	<ul style="list-style-type: none"> <li>▪ Expand knowledge of letters (p. 23-25)</li> <li>▪ Expand knowledge of words (p. 40-41)</li> <li>▪ Foster fast visual recognition (p. 31-32)</li> <li>▪ Write known words faster (p. 62-63)</li> <li>▪ Overlearn/tracing/repetition (Sec. 19)</li> </ul>

<b>Taking words apart</b>	<p>*To understand the relationship between letters and words (p. 42)          *Breaking oral language into segments, flexibly (p. 82)          *To use visual analysis in text reading (p. 111)          *To read for understanding by noticing letters/segments/spelling patterns (p. 127)</p>	<ul style="list-style-type: none"> <li>▪ <b><i>At any time in any lesson and throughout the series of lessons</i></b></li> <li>▪ After familiar book reading (only if necessary)</li> <li>▪ When breaking up words at board</li> <li>▪ When writing or in isolation</li> <li>▪ Before reading new book</li> <li>▪ After reading new book</li> </ul> <p>p. 125 and 129</p>	<ul style="list-style-type: none"> <li>▪ p. 19 (Breaking letters out of words)</li> <li>▪ p. 42 – 46 (I can take words apart)</li> <li>▪ Section 12, p. 125-138 (Taking words apart while reading)</li> <li>▪ p. 81-85 (The cut-up sentence)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Break letters from words: above, below, to the left (p. 19)</li> <li>▪ Break letters, inflections, onset and rime (p. 42-44)</li> <li>▪ Cut segments of words (p. 82)</li> <li>▪ See procedures in Section 12</li> </ul>
<b>Independence</b>	<p>*To continue to learn with much less support          *To solve problems when reading in the classroom          *To become a silent reader whose strategic activity is flexible and tentative enough to work with complexities of language in reading and writing.</p> <p>LL Part One, p. 61-62</p>	<p>"This is encouraged from the very beginning of lessons in that the teacher never does anything for the child that he could do for himself."</p> <p>LL Part One, p. 61</p>	<ul style="list-style-type: none"> <li>▪ In reading and writing</li> <li>▪ In failsafe situations for the child to initiate successful reading and writing activity.</li> </ul> <p>LL Part One, p. 61</p>	<ul style="list-style-type: none"> <li>▪ Share the task; child does whatever part he can on his own.</li> <li>▪ High levels of demonstration</li> <li>▪ Careful choices of books, words, and tasks to be worked on.</li> <li>▪ Know how and when to hold back support</li> </ul> <p>LL Part One, p. 61</p> <ul style="list-style-type: none"> <li>▪ Careful prompting for independent action: Try that again and....</li> </ul> <p>LL Part Two, p. 115-116</p>