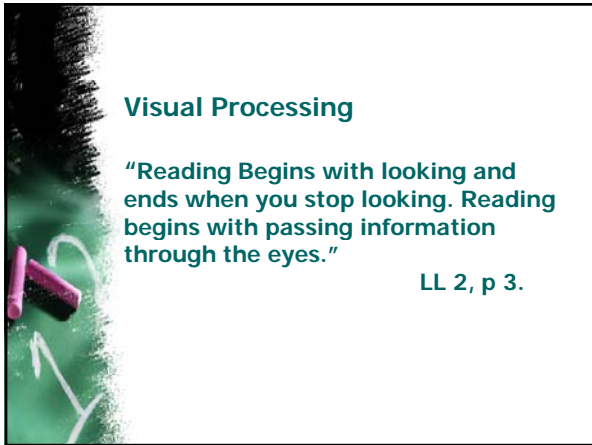


Section 13: Not a Daily Requirement

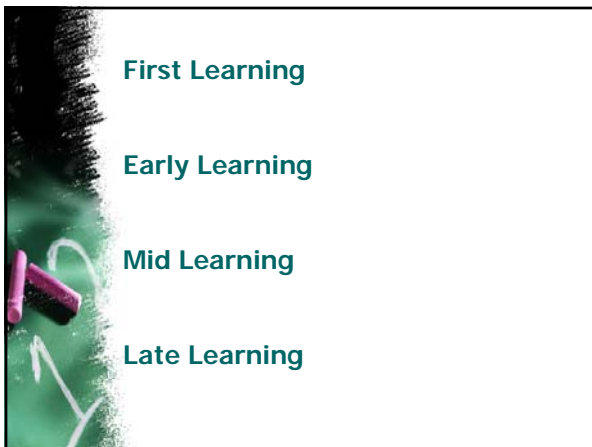
Attending to Words in Isolation



Visual Processing

“Reading Begins with looking and ends when you stop looking. Reading begins with passing information through the eyes.”

LL 2, p 3.




First Learning

Early Learning


Mid Learning

Late Learning




First Learning-Levels 1 & 2
learning how print works

- Differentiate print from pictures
- Directional Movement
- 1-1 Match
- Use information from pictures and simple language structures to 'read'




Attending to Words in Isolation

- Spatial layout
- Building flexibility with the little they know
 - Letters
 - Words




Early Learning-levels 3 – 5/6
learning how to look at print

- Locating known words
- Locating unknown words
- Learning ways to remember words
- Learning to attend visually to print



Attending to Words in Isolation


- Spatial layout
- Expand the meagre knowledge of words
- I can take words apart
 - *Establish the habit of working L to R through a word*
 - *Final inflections*
 - *Breaking words into two parts*



Mid Learning- levels 5/6 – 11/12

learning to take action


- Monitor
- **Search**
- **Discover**
- Check
- Repeat
- Correct
- **Solve**



Working in isolation:

Search	Discover	Solve
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- Linking or cross-referencing (OSS, p. 123)
- Relating information to something known (BL, p. 331, 343)
- Transforming information, change (BL, p. 331, 341)
- Searching (BL, p. 298, 337, 341, 343)
- Initiate problem-solving (BL, p. 343)
- Relate new discoveries to something known (BL, p. 343)



Helpful ways to prompt attention to visual features LLI2 pgs. 111 and 132

- Do you know a word that **starts** with those letters?
- **Look** for something that would help you.
- What can you **see** that might help?
- Do you know a word that **looks** like that?
- What can you **hear** that might help?


- Initiating, Linking, Relating to Known
- Initiating, Linking, Relating to Known, Searching, Transforming
- Initiating, Searching, Transforming
- Initiating, Searching, Linking, Transforming
- Initiating, Searching, Relating to Known, Transforming




A scale of help while reading
LLI2 p. 132-133

Search Discover Solve

- Let the child solve the word
- Prompt to the word beginning or to the ending
- The child divides the word
- The teacher articulates the part clearly and the child locates the part
- The teacher divides the word in print
- The teacher construct part of the word




**Finding Help Within the word/
Using a word you know to solve
a new word**




Later Learning – levels 12+
on the run

Search Discover Solve


- More noticing
- More fixing
- More solving
- More accountable for close accuracy



Learning to take action:
Search Discover Solve



<p>In Writing</p> <ul style="list-style-type: none"> • Sometimes you just know how to write a word • Sometimes you can analyze the sounds in a new word you want to write 	<p><i>Therefore in Reading</i></p> <ul style="list-style-type: none"> • <i>Sometimes you just know how to read a word (Core Vocabulary, EmKW, Section 13)</i> • <i>Sometimes you can analyze the sounds in a word to read it (Cumulative Analysis LL2 p.173)</i> s sp spl ---ash!
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In Writing


- Sometimes you can write a word you know and then you can make a new word with some of the same letters
- Sometimes you can use what you know in reading to help you write a new word

Therefore in Reading

- Sometimes you can read a word you know using a word you know with the same letters (analogies/onsets/rimes Section 13)
- Sometimes you can use what you know in writing to help you solve a new word




Mid Level Processing Issues




Behaviors Signaling Processing Issues @ Mid-level

- Not phrased/sloppy word-by-word reading/slow
- **Core vocabulary not automatic**
 - *he/here, can/come/came, went/want, is/said*
- Language override/haphazard looking
- **Working at the word level/sounding out**
- Tolds
- **Not solving visually solvable words**
 - *Using 1st letter or chunk only and then appealing*




- Can't take words apart
 - *Away, after, behind, between*
- Too much rereading
- Too few self-corrections/not monitoring
- Too many self-corrections/ inefficient processing
- Initial visual confusions
 - *b/p/d, l/l, lt/it, ls/is*




Issues not solved in section 13

- Not phrased/sloppy word-by-word reading/slow
- Language override/haphazard looking
- Too much rereading
- Can't take words apart
 - *Away, after, behind, between*
- Too few self-corrections/not monitoring
- Too many self-corrections/ inefficient processing
- Initial visual confusions
 - *b/p/d, l/l, lt/it, ls/is*




Issues that might be solved in section 13

- **Core vocabulary not automatic**
 - *he/here, can/come/came, went/want, is/said*
- **Working at the word level/sounding out**
 - *b-e-c-a-u-s-e/ because!*
- **Not solving visually solvable words**
 - *Tolds*
 - *Using 1st letter or chunk only and then appealing*



Do this before you do that

1. Learning to Look at print – Section 1
 1. *Expand the meagre knowledge of words (40-41)*
 2. *Take words apart (42-45)*
2. Taking Words Apart While Reading – Section 12
 1. *Finding help within the word (131)*
 2. *Helpful ways to prompt to visual features (132)*
 3. *A scale of help while reading (132-133)*
 4. *Using words you know to solve a new word (133-134)*
3. **And then** More about Attending to Words in Isolation – Section 13



More about attending to words in isolation

Reading Recovery aims to help a particular child to understand:

- there are ways to break the pattern of a word into parts,
- there are ways to construct and reconstruct known words,
- **and how 'breaking' help us to find out how new words are like words he already knows.**

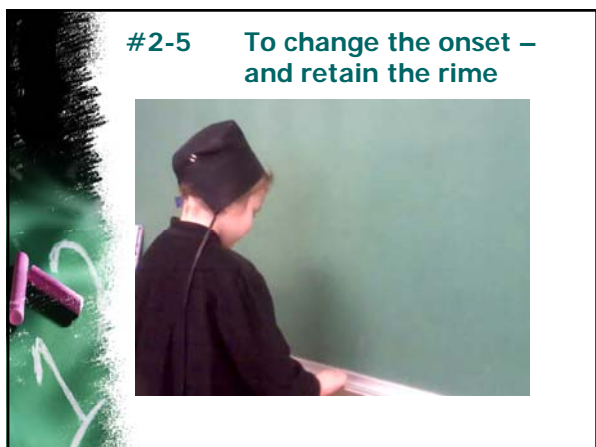
LL2 p. 140



#1 Learning on words I know










#6 Retain the onset and change the rime



Intermediate word learning



Application:

Running Record	Processing Issue(s)	Prompts	Work in Isolation?	Section 13?
Level 5				
Level 6				
Level 7				
Level 8				
Level 10				

