

Slide 1

**Efficient Processing in
Reading: What Does It
Mean?**

Slide 2

If early intervention drags out treatment, and gives unduly elongated 'practice' rather than a series of lessons where change follows change in rapid succession, there may be a danger that teachers are creating processing systems which work but not all that well.

Change Over Time, p73

Slide 3

**Fast processing with accuracy
on more advanced texts**

- Takes ownership for solving new words.**
- Problem-solving new and difficult words, and correcting many errors.**

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Slide 4

- Integrates information from different knowledge sources: visual, phonological, meaning and structure information.
- Uses any information sources effectively on well-chosen texts but easily thrown by a challenging text.
- What is read is processed quickly and is mostly correct.

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- Effective processing deals with chunks of information.
- Has reached high scores on knowledge sources (or *An Observation Survey*).
- Controls links between visual/aural, left/right, first/last, semantic/syntactic, picture/story information.

Clay, Change Over Time, p85

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What differences in processing do you notice?

Slide 7

Use your guidebook and determine what aspects you would focus on with your teachers to get more effective processing.

Slide 8

1. Identify areas that you think will need more attention
2. How will you work differently with your teachers in these areas to get more efficient processing?

Slide 9

“Too often teaching practice perpetuates slow processing.”

Slide 10

“...the network of strategic activity gets massive use, expands in range of experience, and increases in efficiency. This happens provided the reader is not struggling.”

Change Over Time, p 132

Slide 11

“Changes in speed of reading between familiar and new texts are marked at first but before long proficient readers maintain the same speed on most of their reading with only slight changes of speed at a puzzling encounter”

Ng in Clay, Change Over Time, p 134

Slide 12

“Thus the greater the gap between the teacher and the learner the harder the teaching becomes.”

Donaldson, Children's Minds, 1978

Slide 13

“The learning that is essential to cognitive development,.....is most likely to occur from engaging in activities in which it is necessary to recognize and solve problems of increasing difficulty.”

Wells and Cheng-Wells, Constructing Knowledge Together, pg 55

Slide 14

Competent reading requires skills beyond the single-word level to contextual reading, and this skill can best be acquired by practicing reading in which words are in a meaningful context.

NRP Report of the Subgroups, 2000

Slide 15

Fluent readers,...., read quickly enough and with appropriate phrasing and expression that it is clear the reader is dealing with units larger than words. Phrases, clauses and sentences seem to be the more important unit of text for fluent readers.

Rasinski T. and Padak N.

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