

Teaching (only) from Correct and Partially Correct Responding

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Teaching (only) from Correct and Partially Correct
Responding

Today's Agenda

- Review some key thinking from Clay
- Analyze Teaching (only) from Correct and Partially Correct Responding
- Cross reference this with Carol Lyons research on characteristics of expert teachers
- Trying our hand at a bit of planning

Clay's theory of complexity

Read the two sentences on page 7 of *Literacy Lessons Designed for Individuals* starting with “young constructive readers and writers....

Notice how many verbs Clay references (or how active the children have to be)

Young constructive readers and writers:

- ▶ Work at problem solving....
- ▶ Read and write sentences...
- ▶ Attend to several different kinds of knowledge
- ▶ Attend to certain things...
- ▶ Work out certain things
- ▶ Find similarities and differences
- ▶ Build complex processing systems
- ▶ Use the language they already speak
- ▶ Link it to visual marks on paper

Example of an emerging reader learning to attend to print

Patty, a first-grade student, is reading *Willy the Helper* by Catherine Peters. In the story the family dog, Willy, tries to help the mother, father, and two children with their chores, but he always ends up making a mess. On page 2, Willy is sitting on the bed waiting to help the little girl, who is looking at a bed covered with clothes.

-Carol Lyons, *Teaching Struggling Readers* page 34, Heinemann, 2003

Patty: "On Monday Willy helped me..."

Text: On Monday Willy helped me fold the clothes.

Patty: [long hesitations, looks closely at the unknown word *fold* while running her finger under the four letters, moves her mouth, and whispers the sounds she hears as she reads the word)

Patty: "fix," It can't be "fix," there is no x.

-Carol Lyons, *Teaching Struggling Readers* page 34, Heinemann, 2003

Patty: [long hesitation; looks closely at the unknown word, *fold*, while running her finger under the four letters; moves her mouth; and whispers the sounds she hears as she reads]

Patty: “find!” It can’t be “find,” there is no *n* in the middle.

Patty: “Fold,” I got it. “Fold” looks right. “On Monday Willy helped me fold the clothes.”

In less than one minute, Patty chose between three meaningful and syntactically appropriate alternatives and found the one best-fit solution.

-Carol Lyons, *Teaching Struggling Readers* page 34, Heinemann, 2003

Observation Survey

There must be times when the teacher stops teaching and becomes an observer, a time when she must drop all her presuppositions about a child, and when she listens very carefully and records very precisely what that particular child can in fact do.

-Marie Clay *Literacy Lessons*, page 12, Heinemann, 2016

Teaching from strengths

The teacher is concerned with how the child works on problem-solving and new learning. Attention is paid to what that child can do well and how to use these strengths to enable him to do the things he finds difficult.

The teacher can work with the limited response repertoire of a particular child, using what he knows as the content within which to introduce him to novel things.

The child who does not know when his attempts are good and when they are poor can be personally reinforced by the teacher immediately if he makes an appropriate attempt.

Carol Lyons Characteristics of Expert Teachers

Characteristics	How might this impact teaching more consistently from correct and partially correct responding for me?
<p>They have a thorough understanding of reading and writing at the acquisition stage and know how these processes change over time as children become more proficient. These understandings permeate the expert teachers' talk, thinking, decision-making, and practice.</p>	

Matthew reading *Pat's New Puppy* example comes from Carol Lyons,
Teaching Struggling Readers pages 89-90, Heinemann, 2003

Pat's New Puppy

	text	Matthew's Comments
p. 2	✓ ✓ ✓ ✓ ✓ Pat got a new puppy.	
p. 3	✓ ✓ ✓ ✓ ✓ The puppy was <u>black</u> and white.	"Just like Max"
p. 4	✓ ✓ ✓ ✓ ✓ The puppy had big feet and a long tail.	
p. 5	✓ ✓ ✓ ✓ ✓ Pat <u>knew</u> the puppy Happy. R/sc	"That's a good name."
p. 6	✓ ✓ ✓ ✓ ✓ Pat put Happy in her wagon.	
p. 7	✓ ✓ ✓ ✓ ✓ She took him for a ride.	
p. 8	✓ ✓ ✓ ✓ ✓ Happy jumped out of the wagon.	
p. 9	✓ ✓ ✓ ✓ ✓ He ran into the park.	"Oh no, he might get lost. She bet after him."
p. 9	✓ ✓ ✓ ✓ ✓ Pat ran after Happy.	
p. 10	✓ ✓ ✓ ✓ ✓ Happy ran through the yellow flowers.	
p. 11	✓ ✓ ✓ ✓ ✓ He got mud on his <u>foot</u> .	
p. 12	✓ ✓ ✓ ✓ ✓ Happy saw a big dog.	"Oh No."
p. 13	✓ ✓ ✓ ✓ ✓ The big dog <u>barked</u> at Happy.	
p. 14	✓ ✓ ✓ ✓ ✓ Happy ran away <u>fast</u> .	
p. 15	✓ ✓ ✓ ✓ ✓ He ran <u>back</u> to Pat.	"That big dog is getting close."
p. 16	✓ ✓ ✓ ✓ ✓ Pat carried her puppy home.	"That was a good idea."

re 5-3. Matthew's First Reading of the New Book

Teaching Decisions

TEACHER: Matthew, I heard you say that was a good idea. What was a good idea?

MATTHEW: that she picked Happy up because if she put him back in the wagon, the big dog might get Happy.

TEACHER: Is that what you would have done if a big dog chased Max?

MATTHEW: Yea I sure would, but Max is bigger than Happy so it might not be as much a problem.

Teaching Decisions

TEACHER: I was very proud of the way you were thinking of the story and figuring out what the words said. Let's go back to page 5. The first time you read this you said....

MATTHEW: I know, I said Pat knew the puppy, but that wasn't the real thing that happened. She named the puppy Happy, so that was an easy fix.

TEACHER: Yes, it was a good thing that you were thinking about the story. Does that word look like *named*? Does "she named the puppy Happy" sound right?

MATTHEW: Yes

TEACHER: Can you find another place that you took a closer look at the words?

Teaching Decisions

MATTHEW: [pointing to page 16] Here on the last page.

TEACHER: What happened on the last page?

MATTHEW: Well, she took Happy home but the word isn't *took* because it has a *t* at the beginning and really she carried Happy home and that word looks like *carried*.

TEACHER: You are exactly right and you figured that out by yourself. Aren't you proud of yourself? I am.

MATTHEW: Yeah, I am too.

Carol Lyons Characteristics of Expert Teachers

Characteristics	How might this impact teaching more consistently from correct and partially correct responding for me?
<p>They assess children's progress and identify roadblocks to learning. They recognize when children's processing is efficient and when it is not, and create opportunities geared to the limited repertoire of knowledge children bring to the literacy task.</p>	

Observing Teaching: Early lessons

Observing Teaching: Early lessons

Roaming Around the Known

Aim to bring the child to a high level of confidence and flexibility with the things that he knows. Design interesting writing and reading activities, and have the child contribute what you know he knows as his share of the activity. Go over what he knows in many different ways in each lesson. Praise him for his efforts. Show delight in everything he does, however minor.

-Marie Clay *Literacy Lessons*, page 31, Heinemann, 2016

Turn and Talk

Talk about how you worked from correct and partially correct responding during Roaming Around the Known

Moving into Instruction

Early in the lesson series it is important to think about keeping tasks easy so that the child can begin to gain a sense of being in control of his own learning

-Marie Clay *Literacy Lessons*, page 36, Heinemann, 2016

Observing Lessons

Expanding knowledge of print

For children who need an early literacy intervention it is advisable to let them *attend to what is easy for them* at first and work from there....Capture the child's attention, notice what the child is aware of, give clear demonstrations and encourage fast recognition.

Being in control is important at every level of achievement throughout the lesson series.

-Marie Clay *Literacy Lessons*, page 32, Heinemann, 2016

Turn and Talk

Talk about how you worked from correct and partially correct responding during formal lessons

How did you support what your students were able to do as a reader?

How did you support what your students were able to do as a writer?

Lifting the level of challenge

Cautiously lift the text level. Provide extensive practice on texts at this next level, if necessary, before you increase the difficulty level again. Arrange for massive opportunities for the child to read enchantingly interesting texts, of just the right difficulty level, fluently.

Observing More Independent Students

Turn and Talk

Talk about how you ensure students still feel good about their work as the text grows increasingly complex?

- As a reader?
- As a writer?

Developing Independence

The important thing about self-corrections is that the child initiates them because he sees that something is wrong and calls up his own resources for working on a solution.

Fostering Independent Problem-Solving

As they interact with the children, teachers

- ▶ Prompt constructive activity
- ▶ Work with new knowledge
- ▶ Accept the child's initiatives
- ▶ Accept partially correct responses
- ▶ Play with anticipation
- ▶ Develop attention to features
- ▶ Call on the child to learn
- ▶ Praise the way a child worked towards a solution, whether it was reached or not

Carol Lyons Characteristics of Expert Teachers

Characteristics	How might this impact teaching more consistently from correct and partially correct responding for me?
They know how to provide a dynamic, flexible scaffold that assists children in mastering new competencies and when it is too difficult for a child, they adjust the task so the demands at a specific moment are appropriately challenging.	

Correct and Partially Correct Responding

- ▶ “How do we get children to write more?” The obvious answer is to accept their approximations with more respect.

Teaching (only) from Correct and Partially Correct Responding

- ▶ Whatever the correct usage of a child, in oral language, reading or writing, the developmental direction is always to increase the range of operation.

Advice from Clay

Learning about direction: Give liberal and specific praise for any attempts that move the behaviour closer to what is required (page 52)

Writing stories: accept the child's effort...notice any attempts by the child to elaborate or increase the complexity of what he composes and greet them with enthusiasm. (pages 81-82)

Reading books: Comment positively when the child corrects himself...Acknowledge when a child tries to use a type of information he has not previously used, even if he is not successful. (page 119)

Clay's emphasis

Teaching after the reading has been completed *and teach not only on errors but also on successful solving.*

-Marie Clay *Literacy Lessons*, page 121, Heinemann, 2016

Carol Lyons Characteristics of Expert Teachers

Characteristics	How might this impact teaching more consistently from correct and partially correct responding for me?
Expert teachers are reflective before, during and after the lesson. They discuss, analyze, and evaluate the effect of their teaching on children's progress.	

Student Example for Analysis

- ▶ Look through Maya's Early Data
- ▶ Discuss strengths and weaknesses with a partner

Teaching Decisions

- ▶ Review notes from October, lesson 20, text level 7
- ▶ Where might you teach from correct responding?
- ▶ Where might you teach from partially correct responding?
- ▶ What language might you use?

Teaching Decisions

- ▶ Review notes from November lesson 34, text level 9
- ▶ Where might you teach from correct responding?
- ▶ Where might you teach from partially correct responding?
- ▶ What language might you use?

Teaching Decisions

- ▶ Review notes from December lesson 48, text level 12
- ▶ Where might you teach from correct responding?
- ▶ Where might you teach from partially correct responding?
- ▶ What language might you use?

Carol Lyons Characteristics of Expert Teachers

Characteristics	How might this impact teaching more consistently from correct and partially correct responding for me?
Expert teachers never stop working to make the children's experiences positive and rewarding....they also comforted the children and reassured them that they were making progress every day.	

Teaching (only) from Correct and Partially Correct Responding

Some important questions to ask ourselves about our writing programs

- ▶ Have we observed what our children actually do?
- ▶ Were we sensitive to what their writing can tell us about them?
- ▶ Do our procedures prevent them from making their own discoveries?
- ▶ Have we made unnecessary assumptions about teaching sequences?
- ▶ What kinds of teacher-child interactions will foster tentativeness, change and flexibility in language use?

►It is at higher levels that children are developing a greater depth of visual processing which must continue to be integrated with information from meaning and structure to assure continued acceleration and ease of learning

-Keeping it Easy to Learn at Higher Levels of Text Reading by Patricia R. Kelly & Judith Chibante Neal

Highly Successful Teachers...

- ▶ Accept the child's efforts, even those partially right
- ▶ Sounds positive and reassuring that the child has done something good

Expert teachers ask questions that focus on student learning

- ▶ What is the child's understanding of this reading or writing task?
- ▶ How is the child attempting to solve the problem?
- ▶ What is the child finding difficult? Why?
- ▶ How many and what kind of attempts does the child use to resolve conflict?
- ▶ Is this task too difficult or easy for the child? Why?

Discuss at your table

Be ready to share out 1-2 bits that you'd like to think more about

-Carol Lyons, *Teaching Struggling Readers* page 154, Heinemann, 2003

Remaining Wonderings: how to reflect across my own teaching?

- ▶ Have I deliberately planned each book for each individual student based on what they know already, their current language competencies, their current knowledge of words, letters and sounds?
- ▶ Am I noticing where students are hesitating? Where meaning could be confused? Where language could have been confusing? Where visual information could have altered the response?
- ▶ Am I consistent about talking story and saving my teaching point until after conversing so student understanding is prioritized?

Helpful Additional Resources

➤ **Clay texts:**

- *Literacy Lessons* by Marie Clay
- *By Different Paths to Common Outcomes* by Marie Clay *Change Over Time* by Marie Clay
- *Partners in Learning* by Pinnell, DeFord, Lyons

➤ **Other powerful books:**

- *Teaching Struggling Readers* by Carol Lyons
- *Choice Words* by Peter Johnston, Stenhouse

➤ **Journal of Reading Recovery Articles:**

- “Acceleration: The Key to Reading Recovery Benefits” by Noel K. Jones, (Fall 2002)
- “Five Foundational Ideas: Still at the Cutting Edge” by Ann Ballantyne (Fall 2014)

➤ **Other Articles:**

- “Reading Moves: What not to Do” by Richard Allington (Ed Leadership, ASCD, Oct, 2014)
- “Assessment conversations” by Peter Johnston (The Reading Teacher; Sep 2003)

➤ **RRCNA audio sessions from a variety of conference sessions**