SESSION GOALS

- To understand the systematic nature of our work in Reading Recovery
- To develop more specific ways to ensure that our students become proficient “print-users”

AGENDA

- Why do we need to care about this?
- Assessment & Observation
- Preparing to Teach
- Teaching in Reading
- Teaching in Writing
- Teaching with magnetic letters

Why do we need to care about this?
What is reading and writing?

O·ra·cy
/'ôrəsē/
Noun, BRITISH
The ability to express oneself fluently and grammatically in speech.

What is reading and writing?

First evidence of written language
3,400 BC
In Mesopotamia (Iraq, Kuwait, the eastern parts of Syria, Southeastern Turkey, and regions along the Turkish–Syrian and Iran–Iraq borders)

What is reading and writing?

Marie Clay defines “reading as a message-getting, problem-solving activity and writing as a message-sending problem-solving activity. Both of these activities involve linking the invisible patterns of oral language with visible symbols”.

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Some important vocabulary

- Phonological awareness - attention to a variety of auditory information in oral language (sentence, word, syllable, and phoneme level)
- Phonemic awareness - attention to the individual phonemes
- Phonics - attention to the ways in which letters and letter clusters represent the sounds in words
Assessment & Observation

Why it might be dangerous to focus exclusively on the use of visual information?

Observation Survey of Early Literacy Achievement - Information about letter and sound knowledge
- Letter Identification
- Word Reading (Ohio & Slosson)
- Concepts about Print
- Writing Vocabulary
- Hearing and Recording Sounds in Words
- Text Reading

Observation During Roaming Around the Known
- Strengthen all the child is able to do
- Child may discover new things
- Observe more of the child’s way of responding
- Give the child the feeling that he is really reading and writing

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Observations During Daily Lessons

Notes on your lesson records
- Strategic Activity/Processing Behaviors & Teaching
- Ways of Solving Words for Writing
- Comments on Any Part of the Lesson

Observations During Daily Lessons

Completing a Running Record Form
- Taking the running record
- Scoring the running record
- Analyzing the running record
- Anecdotal notes regarding fluency and other hard to capture behaviors

Observations During Daily Lessons

Use your records
- Look at them longitudinally
- Focus on specific aspects
- Rewrite predictions of progress

Preparing to Teach
How do you plan for daily student lessons?

Compiling and Synthesizing Information
- Observation Survey Summary
- Predictions of Progress
- “Data Card” and Alphabet Book
- Previous lessons
- Writing and Reading Vocabulary Records
- Change Over Time in Text Level Graph

What does it mean to “know” a letter?
- See a letter, say the letter name
- See a letter say the sound of that letter
- See a letter say a word that begins with that letter
- See a capital letter and find the lower case match (and the reverse)
What does it mean to “know” a letter?

- Hear a letter name, find the letter form
- Hear a letter name, say the sound you would expect to hear
- Hear a letter name, write the letter form
- Hear a letter name, know a word that begins with that letter

What does it mean to “know” a letter?

- Hear a letter sound, find the letter form
- Hear a letter sound, say the letter name
- Hear a letter sound, write the letter form
- Hear a letter sound, say a word that begins with that sound

What does it mean to “know” a letter?

- Say a letter name, find the letter form
- Say a letter name, say the sound of that letter
- Say a letter name, write the letter form
- Say a letter name, say a word that begins with that sound

What does it mean to “know” a letter?

- Say a word, find the first letter of the word
- Say a word, isolate the first sound
- Say a word, write the first letter
- Say a word, say another word that begins with the same sound
The Journey to Become Known
● New
● Only just known
● Successfully problem-solved
● Easily produced but easily thrown
● Well-known and recognized in most contexts
● Known in many variant forms

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Example of a Data Card

Setting a Lesson Focus
● Think about what is known (items and processing)
● Think about what is next
● BE SPECIFIC - what are the new ways that the child needs to use meaning, structure and visual information
Teaching Procedures for Learning to Look at Print

- Learning about direction
- Locating what to attend to in print
- Spatial layout
- **Extending letter knowledge**
- **Extending word knowledge**
- Learning how letters make up words

Extending Letter Knowledge

- Work in ways that allow letters to become “more known”
- Divert from reading or writing text for this work - utility matters!
- Movement, words, and visual form
- “Each new letter learned should be [revisited] in several other activities”
  (LLDI pg 65)

Extending Letter Knowledge - An Alphabet Book

- Personal handmade book
- Only the letters he has mastered, only the forms the child knows
- One key picture that the child ALREADY identifies with that letter

Extending Word Knowledge

- This happens concurrently while learning about letters
- “Any work that children are asked to do with letters or words should arise from the texts they are working on”
  (LLDI pg 69)
- Two letter words can be confusing
Teaching in Reading

Familiar Reading
- Primarily allows for orchestration and reading fluency work, but...
- An easier place to use sources of information together - use of all sources should be encouraged from the start, including the print!
- Opportunities for quick diversions to reinforce the use of visual information

First Reading of a New Book - Introducing the book
- “As an early procedure you may…” (LLDI pg 115)
- This is the only attention to print that is suggested during the introduction of the new book

First Reading of a New Book
- The child must be compelled to look!
- Searching for and using the information in print starts during Roaming Around the Known
- Developing understandings about letters, words, and texts happens concurrently
Reading Levels
- The child can falsely believe that reading is about pattern and “remembering”
- Level 1 is for securing voice-print match, level 2 is for securing directional behavior
- Must move to level 3 as quickly as possible (LLDI page 116)

Linking Sound Sequences to Letter Sequences: Massive Practice in Text Reading
- What letter(s) would you expect to see
- What sound(s) would you expect to hear

Taking Words Apart in Reading
- Starts simple, becomes complex
- Begins with, If it were __________, “what do you expect to see at the beginning?”
- Then… inflectional endings, compound words (into, today), onset/rime, multi-syllable words

What new ideas or questions do you have about teaching for phonological awareness and phonics competencies in reading?
Teaching in Writing

Learning to Compose and Write Messages

- Composing must be sufficiently complex and varied to allow for maximum learning opportunities
- The teacher must decide what the child will contribute independently, what the teacher will provide, and what the new learning will be

Ways of Solving Words in Writing

- Extending a Writing Vocabulary
- Hearing and Recording Sounds in Words
- Using Known Words to Construct New Words
- Teacher Acts as the Authority

What new ideas or questions do you have about teaching for phonological awareness and phonics competencies in writing?
Teaching with magnetic letters

Extending Letter Knowledge - working with magnetic letters
- Learning to visually discriminate letters, not name them or say sounds
- But... letter names are useful
- Very fast recognition
- Sort by specific letters, not by features
- Create a gradient of difficulty
- Carefully introducing new letters

Extending Letter Knowledge - A gradient of difficulty
- Visually dissimilar → Visually similar
- Few letters → Many letters (40?)
- Letters spread out → Letters close together
- Remove letters from an array → Teacher replaces letters into the array → Tap letters → Look at letters

Extending Letter Knowledge - Letters that might be confusing
- bdpq - also aqgq
- mnhr - also yuuv
- egqj, and then there’s EFTHL
- zxvtf
- And adding in capital letters is likely to increase the difficulty further
Learning How Letters Make Up Words

- Breaking words into letters and letter clusters - steps 1, 2, & 3
- Teach one concept at a time
- Move towards using varied examples
- “Assuming nothing about this foundational learning” (LLDI pg 75)
- Explore various Concepts about Print

Breaking words into letters - step 1

- Step 1 Concept - Words can be taken apart into letters
- Step 2 Concept - Words can be taken apart into parts that have regularity → inflectional endings
- Step 3 Concept - Words can be taken apart into parts that have regularity → onset and rime

What new ideas or questions do you have about teaching for phonological awareness and phonics competencies with magnetic letters?

While learning the items we are teaching, the child is building a processing system that will deal with literacy tasks.

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Systematic Teaching for Strong Phonological Awareness and Phonics Competencies

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