

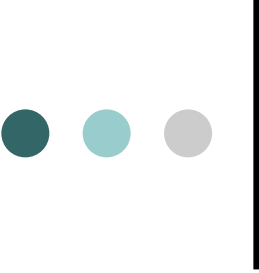


# **How to Determine Children's Strategic Activity**

***Dr. Maribeth Cassidy Schmitt***

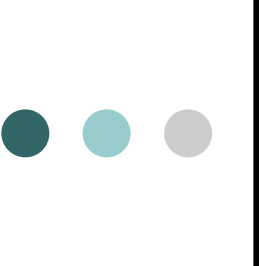
*Jean Adamson Stanley Professor of Literacy  
College of Education at Purdue University*

**National Reading Recovery Conference  
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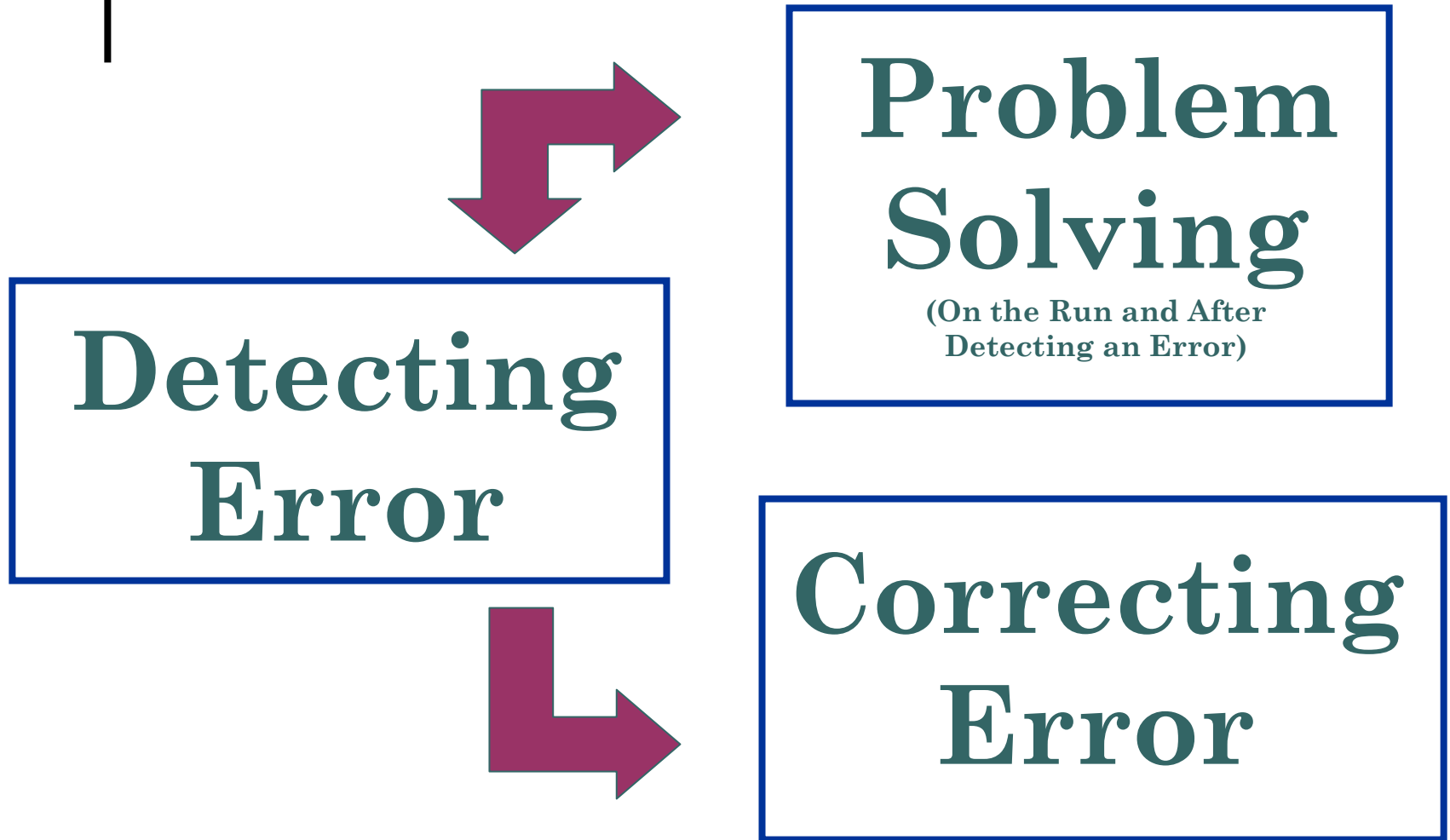
❖ **The teacher must orient his work not on yesterday's development in the child but on tomorrow's. Only then will he be able to use instruction to bring out those processes of development that lie in the zone of proximal development.**

*(Vygotsky, 1987, The Collected Works of Vygotsky, p. 211)*



**❖ We cannot have a definitive description of what the child does in his head as he reads. We can observe how the child works over texts as he reads them. From his behaviours we can get hints of what he is looking at or what is being related to what. We observe him reading texts, watch him go back and try again, and hear him correct himself unprompted.**

# Strategic Activity in Reading

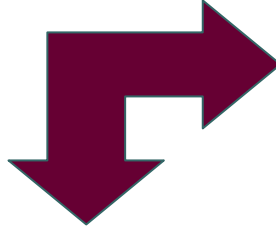




# Strategic Activity in Reading

## Detecting Error

1. Appealing for help
2. Noticing directional movement is inaccurate
3. Noticing one-to-one voice-print match is off
4. Locating place by known word mismatch
5. Trying to link sound sequence with letter sequence (check what I hear with what I see)
6. Cross-checking other sources of information
7. Rereading to confirm that or to check whether information sources match

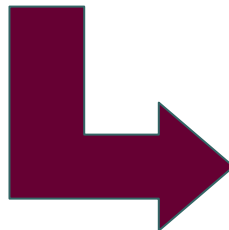


## Problem Solving (On the Run and After Detecting an Error)

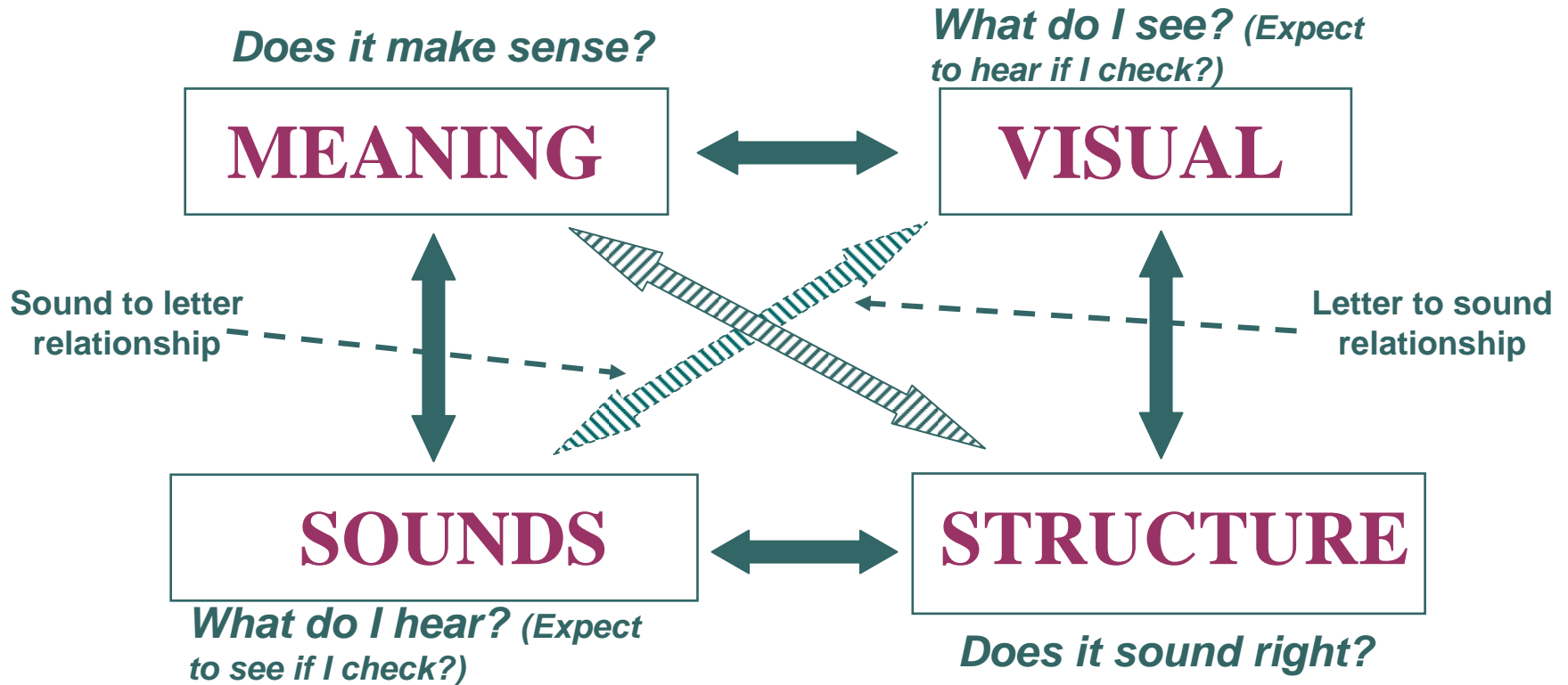
1. Appealing for help
2. Waiting for the teacher to provide the word
3. Trying to use directional movement appropriately
4. Trying to get one-to-one match between voice and print
5. Trying to use a known word to locate place on the page (usually after error)
6. Making a/another language prediction
7. Trying to take the word apart
8. Trying to use an analogy to a known word
9. Rereading to gather more information
10. Trying to do a letter-to-sound analysis

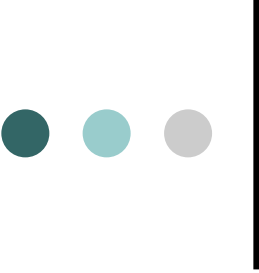
## Correcting Error

1. Using directional movement appropriately
2. Getting a one-to-one match between voice and print
3. Using a known word to locate place on the page
4. Doing a letter-to-sound analysis
5. Integrating all sources of information
6. Taking the word apart
7. Gathering sufficient information on the rereading
8. Using an analogy to a known word



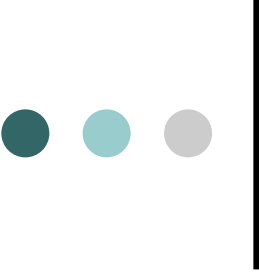
# Strategic Activity Using Information Sources





❖ **As the reader shifts his attention across the lines of print his brain is exploring many possibilities. Decisions must be made. Decisions take time and the greater the number of alternatives the more time is required to make the decision. Unlikely responses must be rejected; possible responses must be weighed up. Information that helps the reader to be decisive is what the reader needs – phonological or orthographic, or syntactic or semantic, or ‘sense of story’ information.**

**(Clay, *LLDI-2* p. 87)**

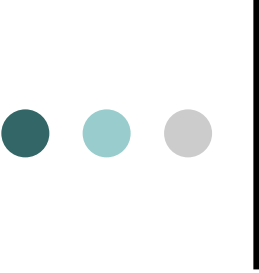


Using phonological (sound) information to check against visual information: Trying to link sound sequence to letter sequence\* or *what I hear with what I see*

✓ ✓ ✓ ✓ ✓ ✓ bag|b-b-a??  
Can you put a shark in a sack?

*Problem solving by making a language prediction and detecting error by checking the sounds I hear with the letters I see.*

\*See section #11 In *Literacy Lessons Designed for Individuals*



❖ **If the child is only anticipating the (oral) word that could come next, predicting from his own speech, then the appropriate question is about ‘hearing’ and might be ‘What sound would you expect to hear?’ A follow-up question might be ‘Do you think this first letter (*the teacher points to it*) could make that sound?’**

(Clay, *LLDI-2* p. 87)

● ● ● | Using visual information to check against phonological information: Trying to link letter sequence to sound sequence\* or *what I see with what I expect to hear*

✓ ✓ ✓ ✓ ✓ ✓ sack | s-a-k | sack  
Can you put a shark in a sack?

*Problem solving* by saying a word that looks right and *monitoring* by checking the sounds I expect to hear with the letters I see. (Unsure about the word so confirmed it by checking.)

\*See section #11 In *Literacy Lessons Designed for Individuals*

● ● ● | **Locating Known/Unknown Word: *Finding your place in print by using your known items***

(The child knows the word “the” for use in locating responses.)

**Detecting error by locating a known word read wrongly:**

✓ ✓ ✓ ✓ bread | R2 ✓

They are buzzing around the bread.

**Problem solving after error by locating and saying the known word read wrongly:**

✓ ✓ ✓ ✓ bread | R | SC ✓

They are buzzing around the bread.



# Paths of Progress

PS

PS > DE

PS > DE > PS

PS > DE > PS > DE

PS > DE > CE

PS > DE > PS > DE > CE



## Analysis of Strategic Activity and Plans for Instruction: A Teacher Decision-Making Rubric

- Review the Running Record and the lesson notes from Familiar Reading and the New Book to analyze the child's current processing or strategic activity. (You are creating a theory about the child's "in-the-head processing" based on visible behaviors.)
- Determine the strategic activity the child uses for:
  - Problem solving on the run and after detecting an error:
    - What does the child do to problem solve when she works on a new or difficult word? If she is not problem-solving, what will you do?
  - Detecting error:
    - Is there evidence that the child notices errors? If she is not detecting error, what will you do?
  - Self-correcting after noticing an error and problem solving to find the correct solution:
    - Does the child attempt to correct errors? What type of problem solving does she do to fix things up? If she is not attempting to self-correct, what will you do?
- Which strategic activity does the child seem to control or partially control?
- Which strategic activity does she need to get completely under control or to learn next?
- Use *Literacy Lessons Designed for Individuals* (Clay 2006) where should you focus your teaching tomorrow specifically? Why? How will it look? What do you expect? What else might you try? Make sure to record the outcomes of your teaching so you will know if your teaching was successful so you will get a start on where to go next. Start the process again. with the new information from the lesson.

(Developed by Dr. Maribeth C. Schmitt, Purdue University, 2005)



# Strategic Activity Analysis and Instructional Plans

<b>Student</b>	<b>Problem Solving?</b>	<b>Detecting Error?</b>	<b>Correcting Error?</b>	<b>Teaching Plans?</b>