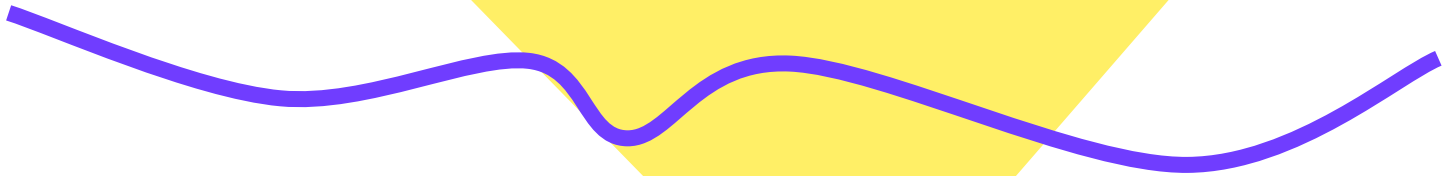




# Teaching at Point of Difficulty: Change Over Time

Dr. Lea M. McGee  
Marie M. Clay Chair of Reading Recovery and Early Literacy  
The Ohio State University



# Teaching at point of difficulty goes well I F

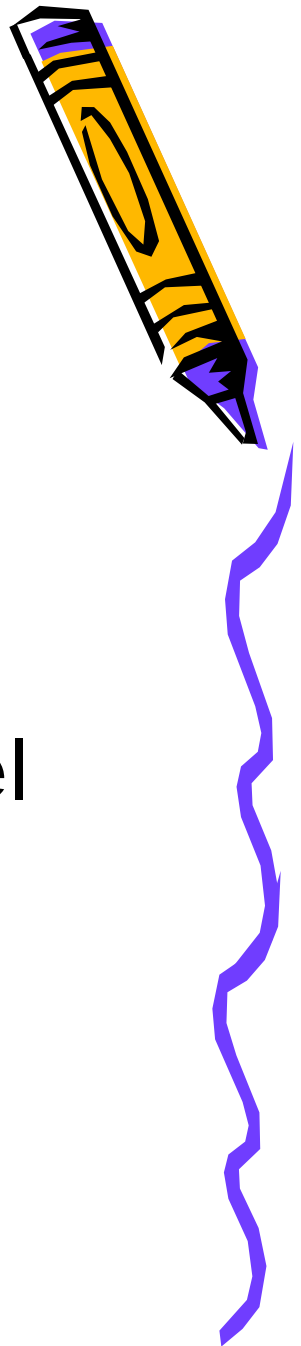


- The entire lesson is going well
- The book introduction was just right
- String of successful first reads that are sounding good

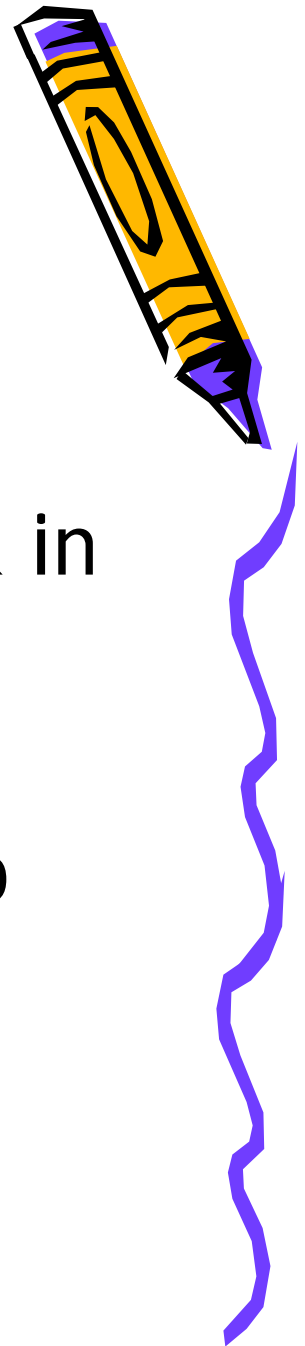


# New Book

- Most of neural networks currently used for problem-solving will have already been alerted
- Book will introduce something novel
- Book will provide opportunities for problem solving a few difficulties



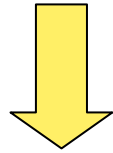
# Purpose of Teaching Actions in New Book



- Support continued expansion of processing system (neural network in the brain)
- Focus on calling up strategic processing (what the brain does to solve problems)



child monitors error



child independently initiates searching

Multiple attempts

flexibility

rapid responding

pulling together

multiple sources of information



# Possible Progressions in Acts of Processing



Change over time in children's literacy development  
(Clay, 2001, p. 84-85)

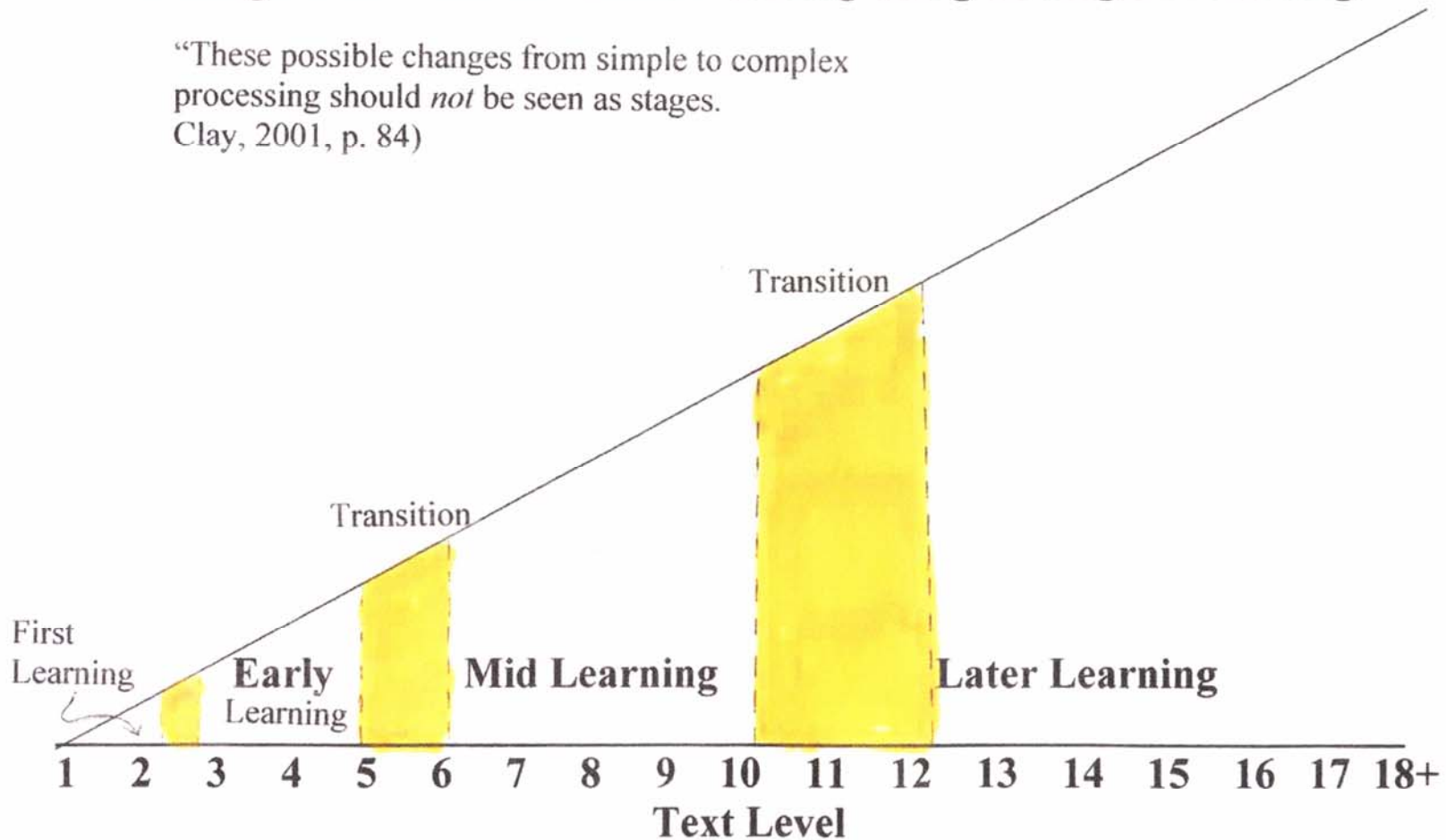
Literacy lessons designed for individuals: Part one  
why? when? and how? (Clay, 2005, pp.48-51)

Literacy lessons designed for individuals: Part two,  
teaching procedures (Clay, 2005, pp105-107)



## Change Over Time in Problem Solving Using Strategic Processing

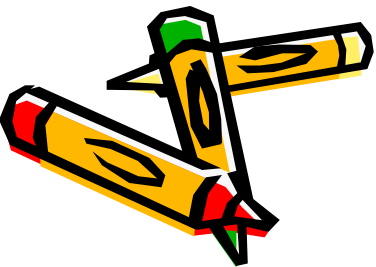
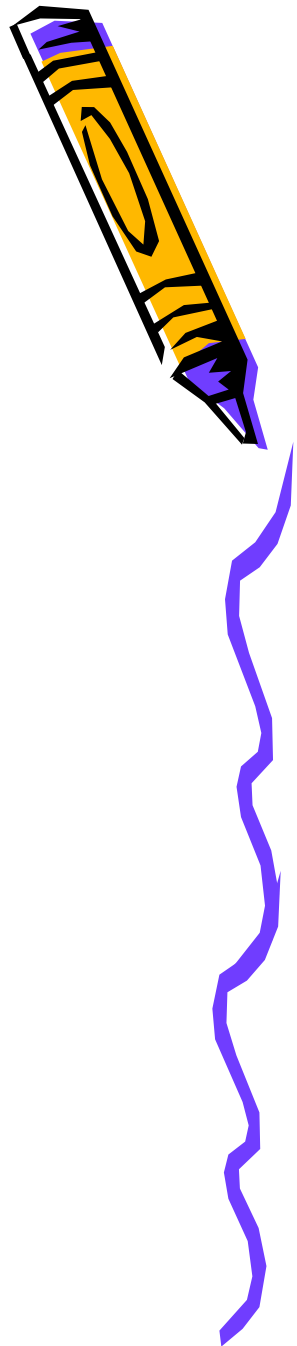
“These possible changes from simple to complex processing should *not* be seen as stages.  
Clay, 2001, p. 84)



# First Learning

- Using pictures, memory of story language, and structure
- Controlling directional movement
- Matching one-to-one

LLDI , 2, 105-106



# "Big Idea of First Learning"

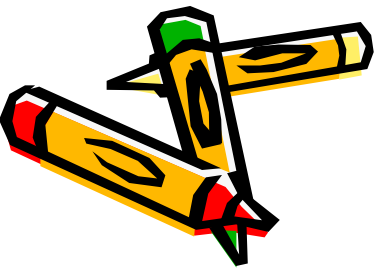
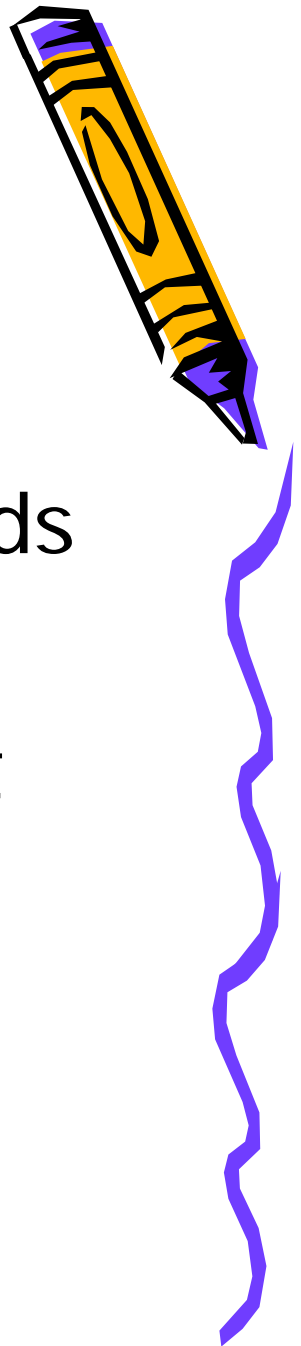
Learning to match voice  
with the text by looking  
at print



# Early Learning

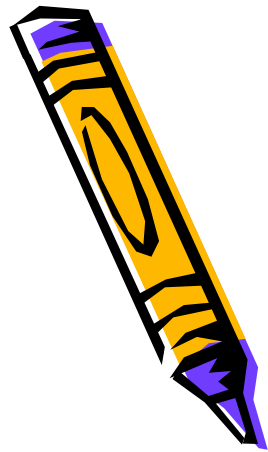
- Locating and noticing known words and letters in continuous text
- Locating and noticing unknown words
- Learning ways to remember words
- Learning to attend visually to print

pp. LLDI , 2, 106-107



# "Big Idea of Early Learning"

Learning to look at print  
and notice what is known  
and unknown



# Mid Learning

Self-monitoring

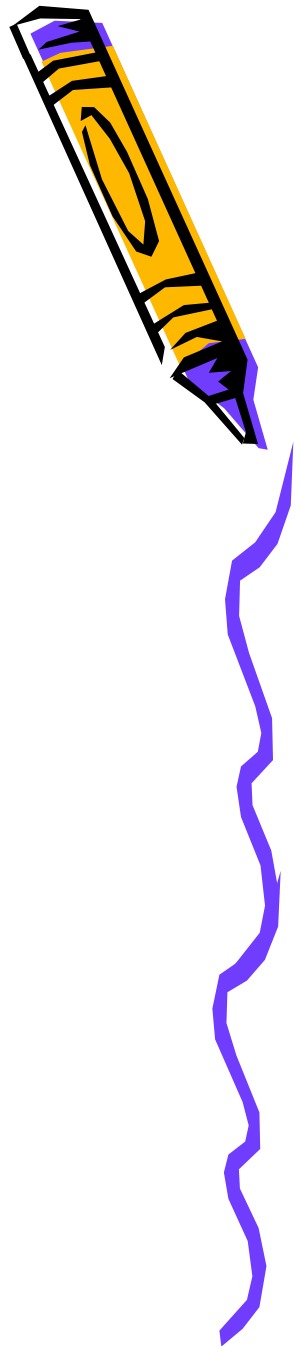
Cross-checking on information

Searching for information

Self-correcting

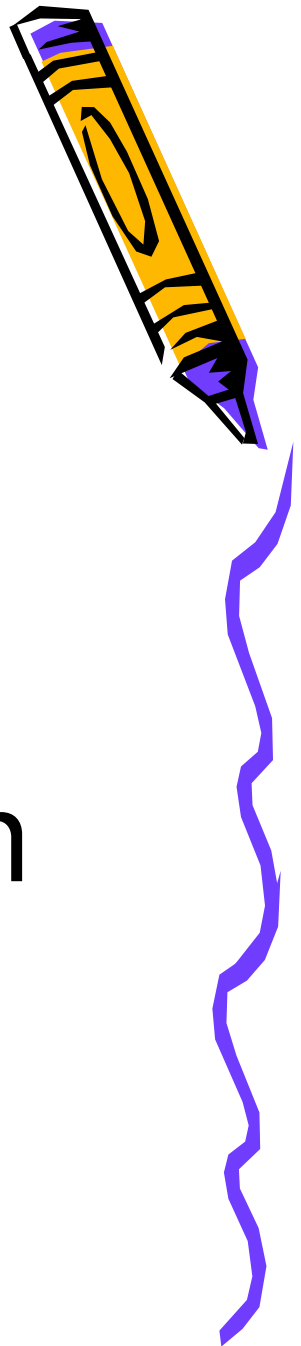
Confirming

LLDI , 2, p 108-113



# “Big idea of Mid Learning”

Learning to take action



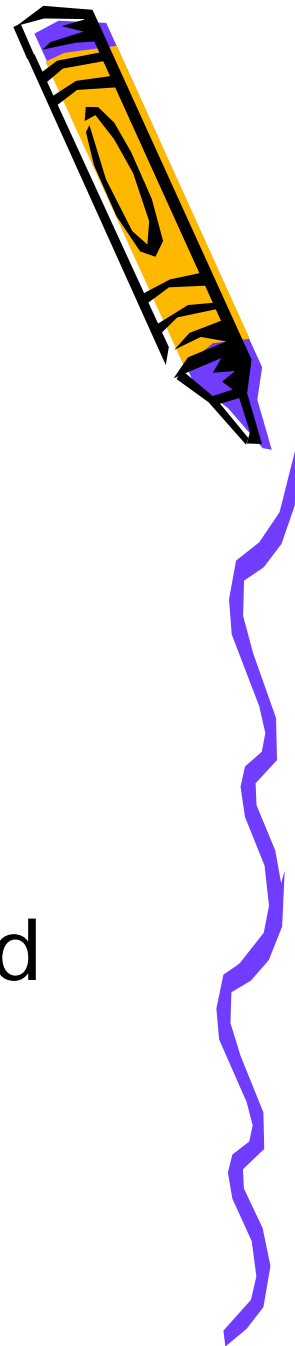
# "Big idea of Later Learning"



- Learning to use multiple sources of information together in flexible ways
- Developing speeded action on complex text



# Examples of behaviors that indicate processing difficulties



- “Eyes off text”
- Not recognizing known words
- Not noticing gross mismatches between the print and spoken word
- Not monitoring or searching



# “Insights about early teaching”



- Teaching should be “in the zone”
- Early lessons must include demonstrations of exactly what to be done
- Teacher needs to call attention to M S and V used together



# Toward a Model of an Effective Teaching Cycle

Point of difficulty or Solving

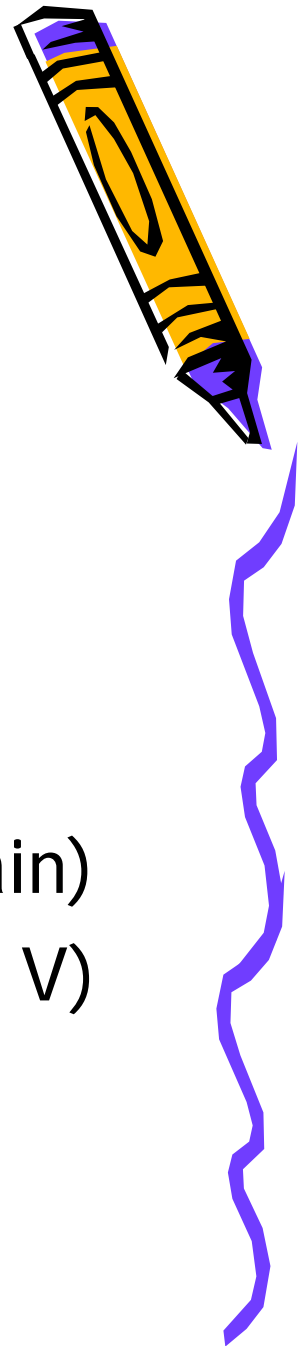
Teaching in support of processing

Child Response

(Teaching again)

(Child Response again)

Wrap up of Learning (integrate M S V)





# Pleasant but not Powerful

- Teaching must aim to solve processing difficulty
- Early lessons must include demonstrations of exactly what to be done
- Needed to wrap M/S with V at all times



# More Powerful

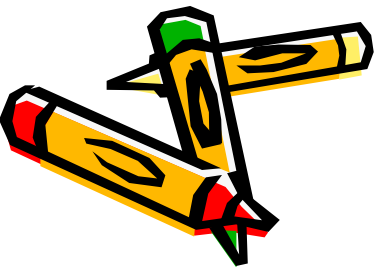
You said "leaves", was that right? [Mask the first letter of "sidewalk"]

"Leaves" made sense, but did you notice this letter? Can you hear that letter?

Could "sidewalk" fit? You check it.

Sidewalk makes sense AND looks right.

You have to look to see if words look right AND make sense. Now reread to get it in.

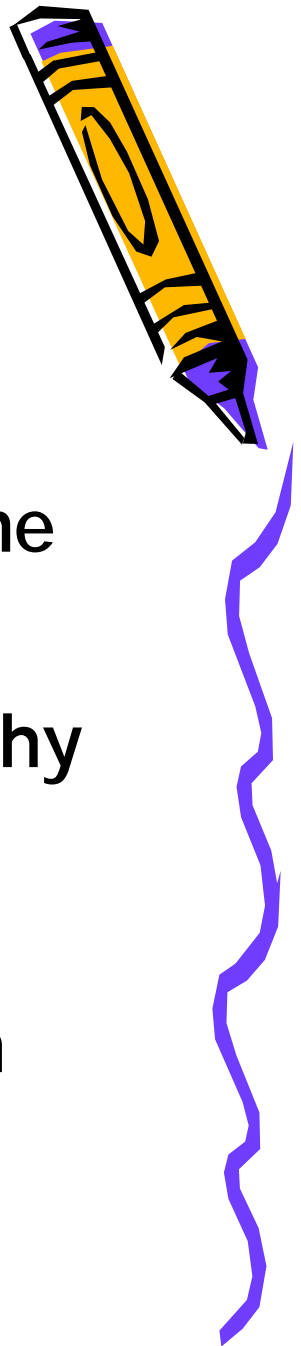


# Powerful Teaching

Provides a clear call to action (with demonstration) using prompts in the zone

Provides a clean “wrap up” of what and why use in future (MSV)

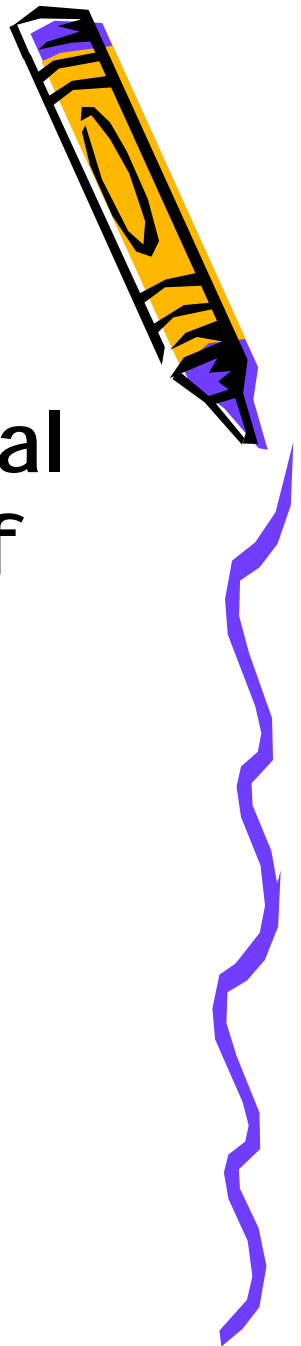
Gradual release of responsibility in lesson



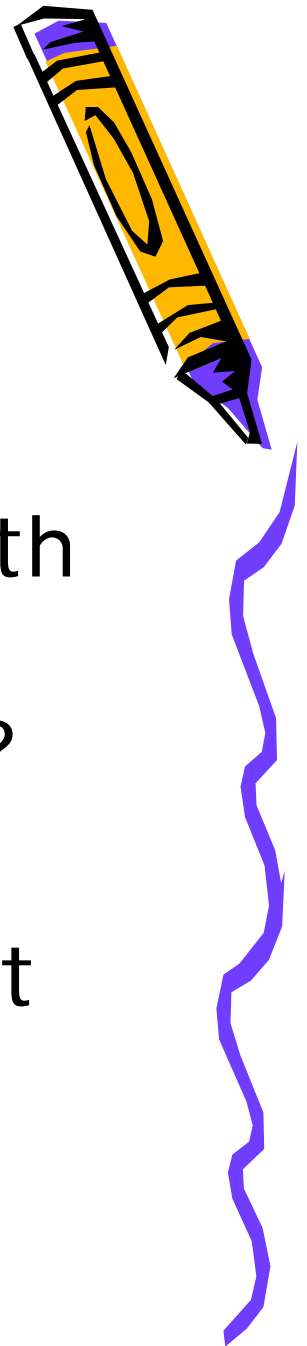
# Powerful Teaching

Is delivered consistently for several days with continued release of responsibility across lessons

Notes are taken to guide future teaching



# Prompting to search V

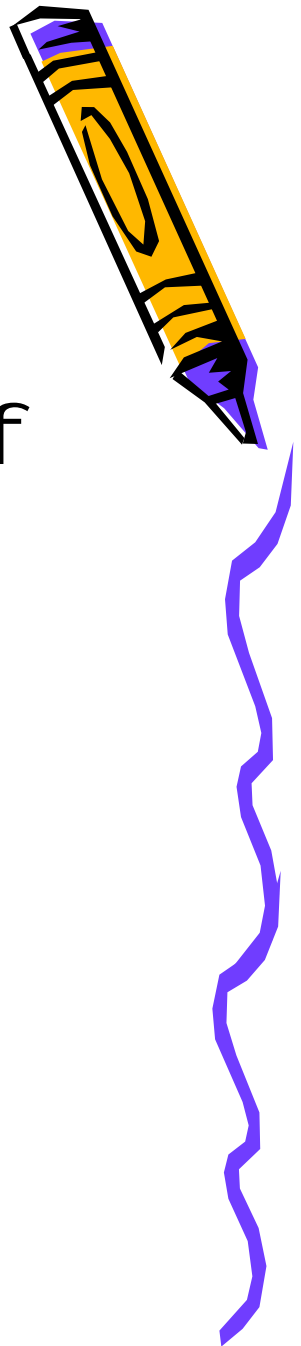


- Disaster! Better prompts:
- Do you know a word that starts with those letters?
- What can you see that might help?
- Check it to make sure it looks right and makes sense



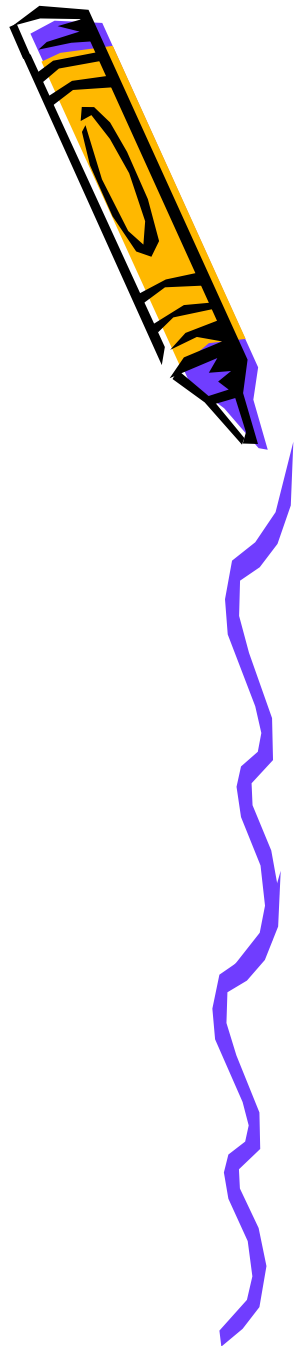
# Prompt for monitoring V

- “we can’t be looking at the words if you say Baby Chick”
- “look carefully at those words”
- “are you right?”
  
- At least a gradual release of responsibility!



# Powerful teaching

- Call to action?
- Demonstration, if needed?
- Wrap up to the learning?
- Get M S and V together?
- Gradual release of responsibility?



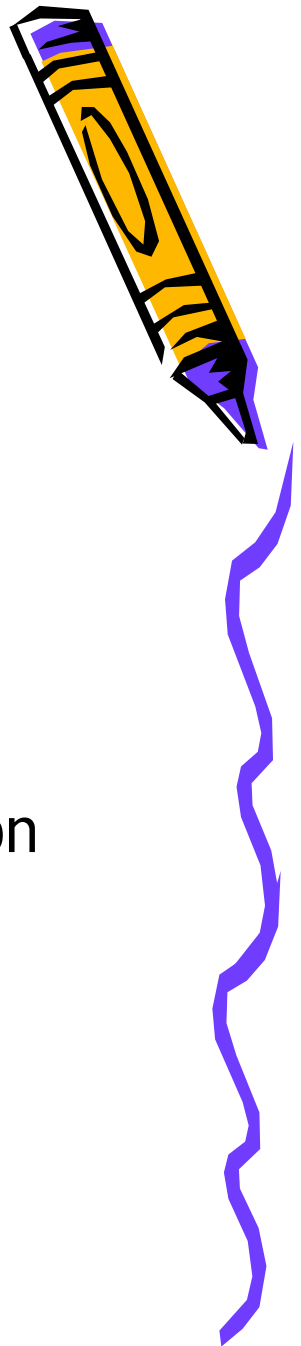
# Power Teaching

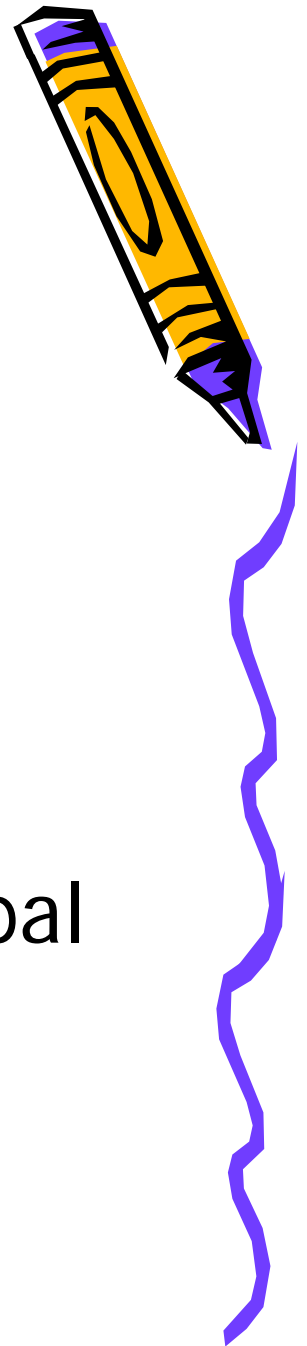
Provides a clear call to action (demonstration)

Provides a clean “wrap up” of what and why

Is delivered consistently for several days with gradual release of responsibility within a lesson and across lessons

Notes are taken to guide future teaching

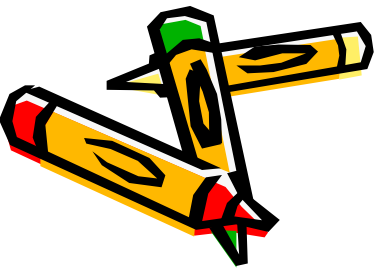




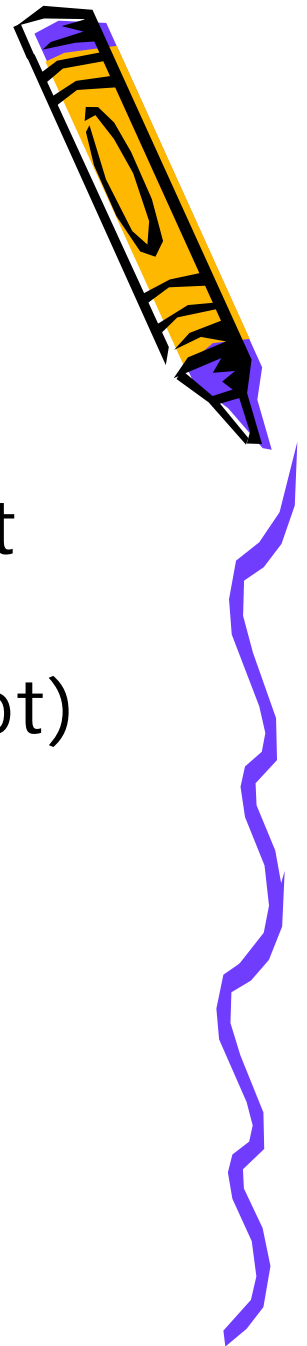
# Still not Powerful Enough

- Who is doing the work?
- Who initiates the activity?
- Is there a gradual release of responsibility?

demonstration, prompt, nonverbal



# Acquiring Strategic Processes



- New? (needs a demonstration)
- Only just used a few times with support (needs a specific prompt)
- Successfully used (needs general prompt)
- Easily used but easily thrown (general prompt)
- Used in most contexts
- Used flexibly

