Do You See What I See?

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Goals of this session:

• To gather outside research that supports:
  – Individual treatment
  – Robust theory of reading

• To provide a framework for analysis based upon three broad areas

• To provide examples from children to explore
Caution on failure to get early movement...

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

Clay, 2001 Change Over Time in Children’s Literacy Development, p. 73.
A Decision Making Process

Teaching Forward

Observable Behavior

Call To Action

Knowledge of Literacy And Learning
Teaching Still

Non generative

Acquisition of Volume

Separate Items

Episodic

Call To Action

Teaching for Accuracy

Teacher as the error correction device.
Teacher provides opportunity to apply problem searching and solving behavior.

Teaching for processing.

Call to Action

Opportunity to apply new behavior.

Dynamic

Visible difference in performance.

Generative
Working Systems

Energize the why

Affective Systems

Recognize the what

Recognition Systems

Strategize the how

Strategic Systems

Recognition Networks

• Recognition networks enable us to identify and interpret patterns of sounds, light, taste, smell and touch. These networks enable us to recognize voices, faces, letters, and words, as well as more complex patterns, such as an author’s style and nuance, and abstract concepts like justice.
The same words have been presented *orally* to the brain pictured on the left and *visually* to the brain pictured on the right.

A Positron Emission Topography (PET) scan of the brain in the act of recognizing one set of words under two different sensory conditions.
Recognition Networks
Strategic Networks

• It is through strategic networks that we plan, execute, and monitor (to correct or adjust) our internally generated mental and motor patterns-actions and skills.

• From what we know about strategic networks, we can appreciate that patterns of actions are not ‘built’ by putting together a step-by-step sequence. They make the most sense to our students if taught in the context of the whole task.
Vygotsky’s Criticism

• Vygotsky observed that the study of psychology had been damaged by the separation of the intellectual from the motivational and emotional (or ‘affective’) aspects of thinking.

• “Every idea contains some remnant of the individual’s affective relationship to that aspect of reality which it represents, (p. 50).”
e. e. cummings
Affective Networks

• Affective differences exert powerful influences on learner’s ability to engage with learning and to progress.

• What we ‘see’ is determined partially by our own internal state—a melting pot of emotions, needs, and memories.
Vygotsky’s Work

• "Joint attention and shared problem solving is needed to create a process of cognitive, social, and emotional interchange" (Hausfather, 1996).

• Furthermore, it is essential that the partners be on different developmental levels and the higher level partner be aware of the lower's level. If this does not occur, or if one partner dominates, the interaction is less successful (Driscoll, 1994; Hausfather, 1996).
The Art of Teaching

• Scaffolding and reciprocal teaching are effective strategies to access the zone of proximal development.
  – Scaffolding requires the teacher to provide students the opportunity to extend their current skills and knowledge. The teacher must engage students' interest, simplify tasks so they are manageable, and motivate students to pursue the instructional goal.
  – In addition, the teacher must look for discrepancies between students' efforts and the solution, control for frustration and risk, and model an idealized version of the act (Hausfather, 1996).
The last ten minutes are critical:

• We need to select books that engage the child’s interest.
• There should be something left for the child to discover.
• We should create an air of suspense or curiosity.
• Our conversation should not be a monologue.
• The theme doesn’t change, but our introduction should.
• The book must match the child’s current competencies.
• Attention to visual information should link sound sequences to letter sequences.
• Unusual structures should be heard and spoken.
Observable Behavior

Knowing what to look for—the existence of near misses.

What literacy behaviors does the child control?

What evidence will you expect to see on the running record?

Can you locate the child’s behavior in the LL?

What learning opportunities will foster these actions?
Strategic Networks

• Text Reading
  – When does the child monitor at error?
    • What sources of information does the child use?
  – When does the child neglect to monitor at error?
    • What sources of information does the child not use?
  – When does the child initiate a search?
    • What sources of information does the child engage when attempting to problem solve?
References

• Rose, David (2001) *Teaching Every Student in the Digital Age*.