Clay states, I use the words *strategic activities* to describe fast brain work, the electrical impulses that race around the neural networks as we read, *without us consciously directing them*.

Page 103

It is false to assume that a central processing system for literacy already exists in the brain when the child begins literacy learning.

Clay, p. 102

While oral language develops naturally from birth, and exposure to native speakers’ language is sufficient to trigger language acquisition in infants, literacy is not acquired in the same fashion. Reading is a cultural adaptation that must be learned.
Reading is a cultural phenomena and experience matters!

Reading begins with passing information through the eyes to the brain.

The child must learn:
• To attend and follow the rules about direction
• At attend to letters in a word
• And to attend to a left to right sequence

The brain cells need to be involved tomorrow in what they explored today to consolidate some permanent change in the structure. Clay

Early Warning!
Why Reading by the End of Third Grade Matters

Two of the most significant contributors to the underachievement of children from low income families—chronic absence from school and summer reading loss.

http://www.aecf.org

IN THIS SESSION...

• We will explore the early links—how children build visual relationships within their world of seeing and knowing
• We will consider the links between the language we speak, the language we expect, and how getting the message is relayed among networks
• We will extend our attention to the final frontier in early acquisition—searching the details in print—the nuances of meaning and language as children take what they know and interact with it and texts.
In Reading Recovery...
“the child has to gear up to actively using his eyes, and his ears, and his thinking.

Clay p. 33

Beginning readers have many things to learn about literacy and a heavy load of new concepts, new ideas, and new language to take on board. There are different sources of information in print to learn about and new connections in the brain have to be made linking information through the eyes to information from the ears to what we already know about language and how the world is. The learner’s brain is rapidly cross-relating all this information and making decisions about it.

Clay p. 151

Teach with end in mind; teach with intention!
The RR delivery system is designed to find ways around a child’s limitations to break the cycle of interacting deficits, whatever those limitations might be.

Change Over Time (2001)
Where to Start...

• Letter Identification to determine which letters the child knows and the preferred mode of identification
• Word Test to determine if the child is building a personal resource of reading vocabulary
• Concepts About Print to determine what the child knows about the way spoken language is represented in print
• Writing Vocabulary to determine if the child is building a personal resource of known words that can be written in every detail
• Hearing and Recording Sounds in Words to assess phonemic awareness by determining how the child represents sounds in graphic form
• Text Reading to determine an appropriate level of text difficulty and to record what the child does when reading continuous text (using a running record)

The Observation Survey works to reveal the varying vantage points to just how well a child is approaching print; it uncovers the complex and uneven ways of knowing how language is represented in reading and writing.

Observation Survey

Handouts—three student samples
Where they might fall in the continuum of learning to look at print?

Here is a reconstruction of what might be happening as the five-year-old might view it.

• I used to scan a page of print like I scan the world. I began anywhere and moved anywhere.
• Then I learned to go left to right across one line of print using my finger to guide my eyes.
• I find places where I get a clear view (space) of what comes next.
• A strange thing happens. Every time I see ‘go’ and I say ‘go’ the print looks the same.
• But every time I see ‘get’ and I say ‘go’ my teacher says ‘No! Try that again.’
• So what I am saying has something to do with the look of those ‘squiggles’ that come after the clear view. And ‘get’ and ‘go’ start the same and sound the same, don’t they?
The way language is represented in print

- attending to left page before a right
- moving from the top of the page downwards
- moving left to right across a line of print
- return back to the left of the next line
- using the spaces to control attention to words
- attending left to right across a word
- knowing how and where to find what the teacher calls the first letter or the last letter
- and ultimately scanning every letter rapidly in sequence from first to last without lapses.

Early Transitions

- They link oral language systems to the visual code.
- They develop ways of telling stories.
- They learn to compose messages to write.
- They learn to recognize a few letters and a few words.
- They master the directional schema for print, but this takes time.
- They work out how to pull together knowledge of several kinds to make one decision.

Two things—the recognition of letters, and attending according to the direction rules of the printer’s code, help the child with both reading and writing.

<table>
<thead>
<tr>
<th>Letters:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The order in which we scan print governs the order in which we pick up information in print.</td>
</tr>
<tr>
<td>1. Reverse condition 5 (back to front) b, d, p, q, g</td>
</tr>
<tr>
<td>2. Inverted letters 15 f, d, f, g, h, k, n, p, q, t, u, v, w</td>
</tr>
<tr>
<td>• We need to teach children to attend to the position letters occupy in space.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direction Rules:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Spatial Layout</td>
</tr>
<tr>
<td>• Breaking letters out of words</td>
</tr>
<tr>
<td>• During writing and cut-up stories</td>
</tr>
<tr>
<td>• During reading</td>
</tr>
</tbody>
</table>
Two Sides

<table>
<thead>
<tr>
<th>Breaking letters out of words</th>
<th>Hearing and Recording Sounds in Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Above</td>
<td>- Start teaching the task during session 11!</td>
</tr>
<tr>
<td>- Or below</td>
<td>- Allowing the child to record the last sound in the Elkonin box on the right in not inconsistent with recommending a consistent emphasis of left to right scanning. It provides a practical example of the 'brain work': the child has to do to shift his attention to the beginning of a word.</td>
</tr>
<tr>
<td>- Or to his left</td>
<td></td>
</tr>
</tbody>
</table>

Delay the constructing of words by the child until he has gained a good control over breaking letters, and has a preference for attending to them from left to right.

Different Purposes and Procedures

<table>
<thead>
<tr>
<th>C) I know some words</th>
<th>d) I can take words apart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand a meager knowledge of words</td>
<td></td>
</tr>
<tr>
<td>- Children work on words several ways during a lesson.</td>
<td>- If we were going to write this word, we would have to make it letter by letter.</td>
</tr>
<tr>
<td>- From working with this child in reading text the teacher decides which word she would now like this child to focus his attention on.</td>
<td>- How many letters are there in that word?</td>
</tr>
<tr>
<td>- One way of remembering a word in all its detail is to be able to write it.</td>
<td>- Show me one letter.</td>
</tr>
<tr>
<td></td>
<td>- Show me one word.</td>
</tr>
<tr>
<td></td>
<td>- Show me a short word.</td>
</tr>
<tr>
<td></td>
<td>- Show me a long word.</td>
</tr>
<tr>
<td></td>
<td>- What’s the first letter in look?</td>
</tr>
<tr>
<td></td>
<td>- Can you hear the last part of looking?</td>
</tr>
</tbody>
</table>

Learning Relationships

- When children direct their eyes to search for information within the directional rules of the printed page they will be able to link what they see to their own oral language responses.
  - We might ask ourselves
    - What did he see?
    - What did he hear?
    - What did he think?
    - And how did he think?
"Neurons that fire together, survive together and thrive together."

Donald O. Hebb (1949)

The predictions of progress should relate what the child can and cannot do on entry to the outcomes you want to see at the end of the lesson series. Put his current limitations and what he finds difficult into an account of the path you think he might need to take.

- At the end of the series he will need to know how to do this and that in order to...

Along all literacy fronts, what will this child need to know?

- And in the next few weeks, he will need to know how to...
- And extra work will be needed on...
- And I will need to pay special attention to...

•

•

•

•
In the next few weeks, MaQuis will be called upon to listen to his reading carefully. In order to hear when further information discounts an approximation taking place earlier in a sentence or on a page of text, he will need to pay special attention to his listening to himself. PromPTing, are you listening to yourself? What types of errors he might not detect and attempt to search for patterns.

In the next few weeks, MaQuis will need to monitor changing sentence structure, (commas used around dialogue) …in order to read for understanding and maintain meaning.

Changing your voice so you sound like the person talking. How he is becoming more flexible with the varieties of structures used in story selection.

In the next few weeks, MaQuis will search for what he knows after monitoring an unknown word…in order to solve new words in continuous texts. Using known words to see and hear clusters of visual information in reading and in writing.

Pay attention to the hierarchy of my prompting language or gestures.

In the next few weeks, MaQuis will continue to categorize letters that are similar …in order to search for minimal differences. Naming letters that are alike. What part is the same? Now how are they different? How his fluency in increasing when encoding letters.

In the next few weeks, MaQuis will expand on his construction of stories…in order to provide greater details and increasing complexity in what he writes. Thinking about how it might sound in a story he reads. Examine his stories after each week to look for variety.

Predictions of Progress

Predictions of Progress begin a teacher’s journey in constructing a child’s literacy path based upon what the child already knows, positioning that knowing in concrete experiences in order to construct a path of literacy acquisition, unique to just this single child.

Look at each Observation Survey Summary Sheet, consider the profiles of scores, and look at the information used and information neglected. What are the useful things the child can do, (such as predict meaning from pictures in the text) and what are the most problematic for him?

Recommendations for Discontinuing
David Kolb’s work stresses the individual differences in approaching learning and the idea that education should be adapted to the personal strengths and attributes of the learner.”

*Experiential Learning* (1983)

James Zull writes “Prior knowledge is the beginning of new knowledge. It is where all learning starts.”