

Literacy Processing Theory Principles and Assumptions

- Accelerative learning is critical to success for those who are falling behind.
- Building on a child's strengths makes learning easier.
- Systematic observation informs teaching.
- Children come to literacy with varying knowledge.
- Children construct their own understandings of the reading process.
- Reading and writing are reciprocal and interrelated processes.
- Learning to read involves a continuous process of change over time.
- Children take different paths to literacy learning.

Look-Fors

- Is meaning privileged during the lesson?
- Are there opportunities for the child to employ and extend oral language?
 - Who is doing most of the work?
 - Does the lesson feel easy/attainable?
 - Is the lesson grounded in continuous text?
 - Is the focus on accuracy or problem-solving?
- Is the word work short and primarily intended to support students in becoming word-solvers?
 - Are there stretches of fast, independent writing?
 - Who is composing the message of the story?

Questions to Consider:

- What are the child's strengths?
- How does the child view himself as a reader/writer?
- What are you noticing about the child's problem solving at difficulty?
 - Where is the child more active? ...less active?
 - Where is the child more independent? ...less independent?
 - Why did you select this book for today's lesson?
- What contributed to your decisions for your teaching points today?
 - Where are you going to go next?
- What are your goals for the child for the next few weeks?