

Speaker 1 ([00:09](#)):

Hello, welcome to Lit Con 2022, and thank you for joining my session. If you were looking for meaning keeping the motor running throughout the lesson, then you are in the right place. I'm so humbled and honored that you chose to come to my session today. You have so many good options and I encourage you during this window of time when the sessions are available to you, I encourage you to go and try to watch as many of them as possible so that we can continue to grow this community of learners. My name is Braden Sch and I work at Wright State University in Dayton, Ohio. I'm a reading recovery teacher leader. I'm also a literacy lessons teacher leader and I'm a faculty associate, which means that I teach some undergraduate and some graduate courses as well. From time to time, I've taught everything from foundational phonics to assessment to writing, and of course the reading, recovery and literacy lessons courses and professional development.

Speaker 1 ([01:14](#)):

My co-part, Heather Goode, she's my teaching counterpart at Wright State. We have a very large reading recovery and literacy lesson site. We're a large consortium site both in the geographic region but also the number of teachers. So our footprint is like 350 miles north to south and 200 east to west, and we have over 70 reading recovery and literacy lessons teachers. We've also had a training class of teachers every year for the last 35 years. So we're a long running vintage consortium site. And so today I'm going to talk with you quite a bit about Clay's literacy processing theory, but I also, one of my goals is to provide you with some real practical and pragmatic takeaways that you can think about and put into your practice as soon as your lessons later today or tomorrow. So my goal there is twofold. So quickly, I'm just going to go over my session goals with you.

Speaker 1 ([02:19](#)):

I'll revisit these throughout the session, but just so that you know what we're going to be getting into today. So we're going to examine bias in our teaching that prevents us from attending to meaning on a deeper level. We're also going to identify elements of the lesson that can be personalized for this child to make learning meaningful. We're going to explore how to create a high powered teaching point that helps the child to orchestrate, integrate and or revisit successful processing. We're also going to study Dr. Clay's text and others as it relates to the importance of creating meaningful learning opportunities for students.

Speaker 1 ([03:04](#)):

So we're going to start with what was my inspiration for this session? Clay's driving analogy, and I'm going to read this to you and then we're going to talk about it. The beginning reader is a little like the novice driver out on the road for the third or fourth time, unsure of what to attend to first and wondering if he will ever get all the information into the right decision-making sequence. And so what Clay goes on to say, and she references this driving analogy several times in her text change over time and also in literacy lessons designed for individuals. But she also goes on to say that reading is so complex that we almost driving is almost not sufficient enough of an analogy. And so she says, don't take this quite literally, but that reading is so much more complex and ephemeral than just the driving analogy.

Speaker 1 ([03:59](#)):

But if you can put your shoes into the beginning driver's seat, there are a lot of things that you have to orchestrate. You're looking at turn signals, you're thinking about road signs and rules, being aware of

your surroundings, but also you have physical modifications that you have to do managing the driver's wheel or how much pressure you apply to the breaker to the gas pedal and clay likens, reading, early literacy, processing, reading and writing to driving. There are a lot of things that the beginning reader or writer has to orchestrate all at the same time.

Speaker 1 ([04:43](#)):

So getting back to the topic of meaning, what does clay say about meaning? Well, this is the definition that Clay has for reading and writing that I'm sure you're all very familiar with. My observations of young children trying to make sense of the code lead me to define reading as a message, getting problem solving activity and writing as a message, sending problem solving activity. I took the liberty of bolding and you will see that in all of my quotes throughout the session. Obviously this is not bolded in LLDI, but this idea that she puts message getting and message sending first, she is bringing it back to meaning. Everything that the young reader and writer does is in service of meaning of discovering the author's intention, whether it's a text they're reading or their own intentions, but they're trying to call up and set forth onto paper.

Speaker 1 ([05:39](#)):

So I just want you to read this passage and then we're going to talk about it. So you'll have about a minute to read this passage to yourself. So as an experienced reader, you're probably doing several things all at once. When you read this passage, you're probably building and gathering meaning as you go through the passage, probably you adjusted your expectation of the structure of this passage when you realize that it has a technical writing style. You probably also thought about some of the vocabulary in this passage and you may have gotten a good clue as to what this passage is about when you got to the vocabulary, vocabulary term dirigible. But what if I had given you the title of this passage first, just one tiny snippet of meaning that could help to frame this passage for you. You may have already guessed the title.

Speaker 1 ([07:16](#)):

How to Fly a Blimp, just Simply Giving You the title Changes How you Read the Story, and had you had this title before I asked you to read the passage, your interaction with this text would have been different. The way that you process this text, the way that you felt about it, the way you approach the task would have been different. And so in a way meaning it informs everything as it relates to the way we process text when we read. And so we're going to talk about why it's so important to equip the beginning reader and writer with ways to access meaning and to make learning and teachable moments really meaningful and impactful for them so that they can get the most out of every opportunity that they have to read and write and process text. In this example, simply giving you the title completely changed your frame for this passage. And so we're going to revisit this throughout our session today. How meaning can be impactful. So how do we make our lessons more meaningful? We as practitioners, as teachers need to go beyond the routinized prompts that we use for meaning as a source of information saying, does that make sense? Is sometimes not enough. We also need to think about creating high powered personalized opportunities during the lesson to make meaning more. Let me say that again. High powered personalized opportunities during the lesson to make learning more meaningful, memorable.

Speaker 1 ([08:58](#)):

So I'm going to start with a bit of a caution here and what Clay says, and this comes straight from LLDI. She says, reading begins with looking and ends when you stop looking. So we are going to talk a lot about meaningful teaching, meaningful instruction today, but it is not going to be at the expense of looking at visual information. There are a lot of methods of reading instruction that prioritize decoding above all other sources of information. And while we are going to be talking a lot about meaning today, I want to make it clear that we are using meaning in service of faster and more efficient visual access and that we are using meaning as part of an orchestrated process, the literacy processing system. So we are not going to abandon using visual information. Clay says it begins with looking and ends when you stop looking, but meaning can strengthen the child's ability to search more efficiently, meaning helps to narrow the scope and the focus for the child when they're searching for visual information.

Speaker 1 ([10:06](#)):

The other reason that I'm bringing this up is because in traditional school settings and in a lot of tutoring scenarios, the emphasis on visual information often excludes and devalues meaning. So there are a lot of times that the child is asked to process text using only visual information to the exclusion of meaning and structure. And so I feel that it's important for us to talk about the role of meaning and the importance of creating meaningful teaching points for children in our session today. So the first thing that we're going to do is we're going to look at four aspects of bias in our teaching. And the reason I'm starting here is because if we can identify and name the things that we do in our practice that maybe don't serve to help the child's development of their literacy processing system, then we can shift those practices to more effective practices.

Speaker 1 ([11:03](#)):

And I'm also putting out there that identifying these four biases in our teaching came from a good hard look at my own teaching. I said that I serve a large site of 70 plus teachers, but these are biases that we see throughout all of our teaching, not just specific folks and even from my own teaching as well. So the first is that teaching points that are only about more efficient use of visual information and neglect meaning, that's our first bias. We're going to look at teaching points that are not generative. It's only about this word in this book, and mostly related to accuracy in the text, prompting the child to use meaning by asking leading questions instead of engaging in authentic conversation and feed forward or prompts for meaning that are just too broad. So we're going to dig into each one of these now.

Speaker 1 ([12:08](#)):

So the first is teaching points that are only about more efficient use of visual information and neglecting meaning. You're all probably familiar with the text. Baby bear goes fishing. And so in this particular example, the text says Father bear and baby bear went home with the fish. The child says Father bear and baby bear went and the teacher says, what else can you see that might help a visual prompt? I don't know. Can you say this much? And the teacher shows her with her card or a finger. Again, a visual prompt. The child says, hoe, the teacher says this word has silent E and the teacher says Hum. This is an example where the prompting or the way that the teacher is trying to help the student is pretty one-sided. It's only using visual information and we're not getting the power of being in whole text.

Speaker 1 ([13:12](#)):

We're not utilizing the other sources that are there for the child to take advantage of. It really is neglecting meaning. So in just a little bit, we're going to talk about ways that we can pull meaning in more effectively to make it really tailored to this child. Clay says, consider this the monitoring and

problem solving that young readers can learn to do, seem to involve more complex brain activity than the word solving tricks that are often taught in literacy instruction. The brain's activities are far more complex, fast and ephemeral than that. And so Clay is telling us, again, we have to go beyond word solving tricks and things that we might see done in classroom settings or even in other tutoring settings that aren't necessarily going to be helpful for this child. If the child was catching on to those word solving tricks that were being presented in other aspects of their day, then they wouldn't need you to be saying it again here as they're sitting one by one with you.

Speaker 1 ([14:21](#)):

So the second bias that we're going to examine is when we have teaching points that are not generative. And I have been guilty of this. I actually as I was watching some videos to prepare for today's session, I saw this even in my own teaching from time to time. The teaching points are only about this word in this book and mostly related to accuracy. This kind of a teaching point is about getting this word right today so that the child will get this word right tomorrow when it's the running record or when it comes into familiar reading. So in this example, the text says, father bear and baby bear went home with the fish and the child says, father bear and baby bear went here with the fish. The teacher says, you said Father Bear and baby bear went here with the fish. Do you see the word here?

Speaker 1 ([15:12](#)):

Now I'm assuming that the teacher let the child monitor and didn't jump in right at the point of error and say this. So that's an assumption. But the child says, no, father Bear went home. It's home. And the teacher says, you're right. Now let's turn to page six. So this example again is about visual and is about accuracy and isn't about teaching the child to confirm his or her attempts or to think about alternative ways of searching. That might be more helpful. And certainly if the teacher did monitor in the third step robbing the opportunity to monitor. And again, these are examples that I see in my own teaching as well, which is why I'm bringing them out for us today. Because if we can identify them, then hopefully we can shift them. The other is prompting the child to use meaning by asking leading questions instead of engaging in authentic conversation. So when you're prompting the child to think about the story or to use an aspect of the story or the picture, think could the child ask himself this question and what is she thinking about at this part? I think this will become clear when you hear the illustration or the example. So the text says, fish, fish, fish shouted father bear, and the child says, fish, fish, fish shouted.

Speaker 1 ([16:35](#)):

And the teacher says, remember what is another word for dad? This is a problematic leading question, the child going. And we then ask, what are alternative things that you might call a dad is not a question the child could ask himself. And also that word remember is problematic. We don't want children to get this false sense that reading is just about remembering all the words, remembering all the parts. But if we wanted, we could ask the child a question about the story that would lead them to meaning that isn't one of those leading questions that the child can't ask themselves. The child is not going to see this and think if they're not going to think about, well, this could be dad or another name for dad. And so we can shift our language to a question, the child might be able to ask themselves about the story.

Speaker 1 ([17:35](#)):

So the last bias we're going to look at before we get into some really practical applications and ways we can shift our teaching are when we have a feed forward or a prompt that is just too broad. So the teacher says, now you'll read Father Bear goes fishing, be sure that your reading makes sense, sounds

right and looks right. The child nods and stares at the teacher with wide eyes trying to process everything the teacher just said, this is a tall order. You're asking a lot of things. Yes, when the child is reading, we do want it to make sense, sound right and look right. But as a feed forward, this is a lot for the child to be able to orchestrate. It's not very specific. Clay says Perhaps he does not understand what you mean when you say, does that make sense? And it would be better to say, what do you think about that?

Speaker 1 ([18:32](#)):

So unfortunately I cannot play this example for you. We tested it and it did not, the sound is there, but it doesn't come through on Zoom. So I am going to explain this example from you. The two characters from this popular television show are David and Moira Rose, and they are following a recipe to make Moira's family's enchiladas. And they get to the step in the recipe that says Fold in the cheese. And Moira tells David to fold in the cheese and he says, what do you mean fold in the cheese? And she says, you just folded in, just fold in the cheese. And he says, I don't know how to fold in this broken cheese. And she says, how could I be any clearer fold in the cheese? And they both get frustrated. At the end of the scene, David leaves the kitchen and says, you do it, you fold in the cheese.

Speaker 1 ([19:25](#)):

He has completely abandoned the recipe making at that point. So I encourage you to go find this clip. It is out there on different streaming platforms that I won't name, but it's an interesting clip. And I think what it demonstrates for us is that these characters, in this case, the parent and the child, but in many cases it's the teacher and the student that there can be palpable frustration when the meaning isn't clear. Neither of these characters understands what fold in the cheese means, and yet the teacher continues to ask, the parent continues to ask the child to fold in the cheese even though the child is not clear what this means at all. And so I want us to think about how we could make our language more clear. And Clay says, if the child does not understand, does it make sense? How can we explain that to them differently or say it in a different way that's going to make sense to the child? So I want us to be thinking about is our language clear and are we sure that children understand what we're saying when we say, does it make sense or are you right?

Speaker 1 ([20:36](#)):

So now we've talked a little bit about some of those biases that I and others bring to the table in our teaching, but now we're going to talk about how we can personalize the lesson for this child through talking, reading and writing. And this is one way that we can help make learning meaningful for our students is to personalize the lesson for them. So the reason that this is important, clay talks about this in LLDI when she explains that literacy processing is not simply an additive model, but it's transformational that there's an interaction between the child and text. And she describes this in change over time. Louise Rosenblatt also stressed that reading is a transaction between the text and the reader. And we often prompt the child to think about the meaning of the text, but it's the teacher, the expert other who can help the child bring their meaning, their experiences, their culture, their knowledge, their strengths to bear on the task as well.

Speaker 1 ([21:41](#)):

So we can help the child to leverage meaning as a personal strength when they're reading and writing. One of the ways that we can do this is in our conversation and talking with children. You can have genuine conversations on the way to and from the lesson and during the lesson about what the child

likes to read, write, do, or play. We can select books the child will enjoy, not just our personal favorites and give a choice whenever possible. We can add a personal hook to the book introduction. You love to take walks outside and so does Danny. Let's read to find out what Danny sees when he goes on a walk with do. We can also have that and make time and prioritize that brief genuine conversation after reading a book, what was your favorite part? What did you think about this and how do you feel about the way it ended?

Speaker 1 ([22:42](#)):

So this is an example. This is one of my students from this fall and in the picture on the left, she's reading a favorite familiar book about Bella and Rosie. She has her little Bella and Rosie characters there and she loves to pick books that are about Bella and Rosie. And so that's something that I take into account when I'm selecting books for her on the right. That's my other student and he has three books there. One of them is going to be his new book, but it's not going to be today's new book. At the end of the lesson that day, I said to him, I have a couple of books in mind for you tomorrow. Which ones of these books would you find most interesting? Which of these books would you really like to read? And so that helped me to see where his interest would be before I picked tomorrow's new book for him. Now of course I still had to judge whether the book was truly going to be a suitable next best choice for him, but now I have a little bit of a hook there and he's indicated that he is interested in reading this text.

Speaker 1 ([23:50](#)):

Another way that we can personalize the lesson for this child is in reading. And we can do this through our teaching of reading. Let the Child lead you to the teaching point. Teachers can help children work in these ways from their earliest attempts. These early strategic activities begin to work together in integrated ways. When all this is beautifully networked at a simple level, children themselves become able to select an activity to solve a particular problem. Now Clay is talking here about the child's evolving problem solving capabilities, but we can let the child show us where they are thinking they need to do some work. So after the reading, ask the child which part they would like to revisit. You can use some underutilized questions like Where was the tricky part in this story? What would you like us to look at together? Where did you need some help?

Speaker 1 ([24:51](#)):

Show me where we need to work together to figure something out. These questions not only encourage monitoring, but they're especially helpful if you have a child who becomes easily frustrated. The last thing we want to do is close the book and immediately turn to the place that we judged to be the most difficult part of the story for the child. So in an emotional way, that's difficult, but having that genuine conversation and then asking the child, show me where I can help you figure something out in this story, sends a different message. You're setting this child up to be your coworker, to be your partner in this activity. You're also showing that you will support and show them how to do this. Now I'm going to show you some video clips. I have a few of them. They're of me and my students teaching. They are by no means perfect teaching examples. So I need you to adopt an inquiry scan and remember that we are a community of learners here. I also need to ask you to be sure not to screenshot or record my students. All of these slides with the exception of the ones with students are up as a handout on the lit con website. So you don't need to do that, but I just wanted to put that reminder out there because I'm going to show you my actual students.

Speaker 1 ([26:10](#)):

Okay, so this is Ava, and this is an example of letting her lead me to the teaching point that we need to tackle. Very often children can show us what was most challenging in the story for them, and even if we think there might be a better place, that doesn't mean you can't still go there in some way, but if this is what the child is thinking is difficult, how is that going to impact this book when it's a second, third and fourth reading?

Speaker 2 ([26:43](#)):

Do you like to get haircuts like Bill and Rosie? Not really. I don't want to cut off my love. I know I feel the same way. Well, was there a part in this book that was a little tricky that you want to look at together? Oh, okay. What's happening at this part of the story that will help us to think about the story right here? They're in the picture, they're looking at each other you. Why do you think it might be you? What can help you if it didn't have no, you look back. So you need it to make sense and sound right in the story. And do you see the letters that you need for the word you? Y and U? You need those letters to make the word. You read that part all together with your eyes. Just with your eyes. You look Bella, she saw it wasn't a nice thing to say. Was it they were being silly? Let's practice writing that word you.

Speaker 1 ([27:55](#)):

So in that example, I asked her to take me back to the part that was difficult for her and she identified a word, and it's a word that she had read before, but in this particular placement in this part of the book, that was challenging for her. So that gave us an opportunity to revisit it in the text and then also to practice expanding word knowledge around that word. And I have another example for you too as well about letting the child lead you to the teaching point. This is Ava again, a job for little elf.

Speaker 2 ([28:29](#)):

So Ava, what did you think about a job for Little Elf? Good. Why did you like it? Because it's Christmas and little Santa. Let him have a turn. Santa let him have a turn. I like how you were thinking about that. Was there a part of this story that was tricky or a word that was tricky, that was a little bit on the page? What was tricky on this page? Were you thinking about what's happening at this part? What's happening in this part of the story? He wants to drive this way. And is he allowed to drive this way? No. Why? Because he's too big. He's too big. So you're thinking about the story, you're thinking about that word help. What would you expect to see at the beginning of the word? Help H. Check it and see if you found the right one. Okay, read this page with just your eyes and put it all together

Speaker 3 ([29:41](#)):

Big up.

Speaker 1 ([29:43](#)):

So I noticed in both of these examples I said find the tricky part, but I think also saying, is there a part we could go back and look at together? What was the part on this story of this page that you want to go back to that we could work out together? Anything that's telling the child you're interested in knowing what they found was difficult that they could go back to. So another way that we can personalize the lesson for this child is through writing. Thinking about doing authentic writing is both meaningful and memorable. So you can vary writing about personal stories or books that you've read together, shared experiences, purposeful messages for a family member, friend or teacher, something the child would

like to write more about or explore. And you can even generate ideas for the child when they're writing back in their classroom or writing at home.

Speaker 1 ([30:40](#)):

So in this example, Ava, as I said, loves to read about Bella and Rosie and on this particular day she chose to write about Bella and Rosie. Rosie went to hide in the basket and then also Bella went to write hide in the basket, but allowing that personal choice that she wants to write about the story and that this is a way for her to build upon what she knows and engage with something that she finds really fascinating. So then this was something that Jackson wrote. We read the story about Gus and the kitten where the kitten makes a mess, gets into the yarn and the feathers and all the things. And Gus got in trouble. Gus the little dog got in trouble. Jackson was so upset that Gus got blamed for the kitten's mess, but he wanted to write a different ending. He actually wanted to write an additional ending where now Gus is making a mess.

Speaker 1 ([31:31](#)):

And he said with the clothes, he made that up and the shoes. And then the next part of the story, the next day was about how mom came in and the little kitten got in trouble. And so this is a way that we can make our writing purposeful and meaningful for the child. He really expressed that he did not like the way that story ended. And I said we as writers could tell a different story. We could tell a different way this may have ended that really resonated with him to be able to have his voice out in the world in that way.

Speaker 1 ([32:06](#)):

So the third thing that we're going to talk about today is creating a high powered teaching point. This is another way that we can help the child to have a meaningful experience that's really going to help them meaningful and memorable. So it's going to stick. We're going to talk about creating high powered sticky teaching points. So Clay tells us in LLDI, but the teacher aims to strengthen the child's ability to search flexibly for information from different sources and to problem solve the meanings of text. She is careful to counteract any imbalance in the child's use of information. So she's telling us here that we need to go beyond a simple transaction about how the child might problem solve. We need to go beyond just figuring out how to visually solve a word and we need to show more than one way. We need to teach the child how to do this flexibly so that when they come to something they're unsure of, they're not just stuck with one thing to try that may or may not work for them, but again, problem solve the meanings of text. So clay is again pointing us to this idea that it's about the meaning. The reading is in service of meaning. The writing is in service of meaning.

Speaker 1 ([33:32](#)):

So one of the things she tells us is that we can teach not only on errors but on successful solving. Do you want to teach on successful solving all the time? No. Certainly that's not something that you have to make a practice all the time, but I'll tell you when it's a great time to try it. So when this was Jackson's book on this page, it's Jasper the Cat. It says Jasper is up, Jasper is eating tuna fish and he did figure out the word eating without my assistance, but it was very labored. There was rereading, there were a couple of restarts of the word. And so I wanted to teach him where he was successful in his solving, but also to revisit it so that we can strengthen that connection. He was very tentative with the word eating. And so I want to go back to it to affirm for him, Hey, you did this and you did it well, let's try it again.



Speaker 4 ([34:35](#)):

Not I would call.

Speaker 2 ([34:37](#)):

You would just say that he's a big cat.

Speaker 4 ([34:39](#)):

Yeah.

Speaker 2 ([34:40](#)):

What is he doing at this part of the story?

Speaker 4 ([34:43](#)):

He's sitting down eating his food

Speaker 2 ([34:46](#)):

And what was the tricky word on this page? Oh, you found it. Let's go back and read and think what would make sense here?

Speaker 4 ([34:57](#)):

Jasper is up. Jasper is eating tuna fish. Jasper is a fat cat.

Speaker 2 ([35:07](#)):

Are you right? Eating? Are you right? Look how you showed your eyes, the parts of that word. And does it make sense in the picture? Is he eating tuna fish?

Speaker 4 ([35:19](#)):

Yes, but he's not putting it in mouth. I feel like it

Speaker 2 ([35:23](#)):

Should

Speaker 4 ([35:24](#)):

Be a picture. I feel like they should do it would be better. It would make more sense if they put him eating his food and it would make more sense,

Speaker 2 ([35:34](#)):

Right? Picture makes you think going to eat the tuna fish and also the letters in this word can help us too, that he's eating the tuna fish. Jasper is eating tuna fish. Nice work.

Speaker 1 ([35:49](#)):

So Jackson already identified something that's trick that's challenging as you go up text level and that is that the pictures are going to become less and less supportive. He said he should be eating in this

picture, he should actually be eating it. And so I just wanted to affirm for him that problem solving that he did and to put it back into text. And by wrapping it in the meaning of the story, I created a high powered teaching point for Jackson that makes this memorable for him. When we think about creating a high powered teaching point, we want to wrap our problem solving in meaning. So begin with a genuine comment or question about the story. Attend to the meaning first, make the problem solving that you're going to show the child how to do, make that problem solving necessary in service of the meaning that the only reason we're engaging in this problem solving is to get to the meaning of the text.

Speaker 1 ([36:48](#)):

Engage in the problem solving to figure out something about the story. This supports discovering the meaning. After doing some problem solving or taking the word apart, put it back into text to strengthen that connection, to strengthen the meaning. The goal is to make this teaching point sticky. And the more hooks we can put on this teaching point by giving them a visual hook and a meaning hook and a structure hook, the more likely this teaching point is going to be sticky and something that the child is going to be able to recreate on another book at another time. It's going to be generative. Here's another example of Jackson reading. Eat Your Broccoli. He does a little discussion at the beginning about how he likes his broccoli cooked as well. That I found pretty adorable.

Speaker 4 ([37:38](#)):

Most more in the milk, but I wouldn't recommend doing that.

Speaker 2 ([37:43](#)):

And you said you like broccoli, so you would not do the things that James

Speaker 4 ([37:47](#)):

Did. Yeah, I would just eat it. I asked her if I had to eat my broccoli, can I please get it boiled?

Speaker 2 ([37:56](#)):

Oh, boiled broccoli.

Speaker 4 ([37:58](#)):

It gets soft and that's how I like,

Speaker 2 ([38:00](#)):

That's how you like it.

Speaker 4 ([38:02](#)):

I won't eat it and it's not boiled.

Speaker 2 ([38:05](#)):

You did some work on this page. Think about what's happening at this part of the story. What's happening here, right? You're showing me the word that was tricky. What is doing in this picture? He already did a few things with the broccoli and is this his first piece or his last piece? Last piece. Okay. Read about how he dropped that last piece of broccoli. Go ahead. He dropped the last piece of broccoli

into his milk block and that made sense with the story too. Story. Can you read it one more time just with your eyes.

Speaker 1 ([39:02](#)):

So in that example, when he was reading this through on the first read, there was a lot of hesitation for him around that word last. Now he did figure out the word as he was reading, but I wanted to revisit it with him to affirm that the solving he did was successful and that his understanding of the story supported his attempt that there was more than one way for him to know that he was right.

Speaker 1 ([39:30](#)):

And so in 2021, if you watched Mary Free's lit concession, she talked about this idea of reprocessing that after the child does some work on a word to put it back into text, reading or writing for reprocessing. And again, clay tells us a little work on taking words apart. May follow the reading of a book using a word or words that were attended to During the reading of that book, put the word in a sentence structure, helping him to understand how it is used. Have him read it in the sentence, continuing on with the story. So here's an example of just that.

Speaker 2 ([40:11](#)):

So on this page they were checking out the flowers and you said smelling or sniffing. Which one is it? Smell. Check it with your finger and see if you're right. Does that look right? Yeah. You can see the letters. Go back and reread and see if it makes sense in your story. I'm smelling the flowers and now once without your finger, just with your eyes, I'm smelling the flowers. Said us. Nice job. So you were thinking about the story and you looked at the letters to help you. Good thinking. Jackson.

Speaker 1 ([40:55](#)):

I have one more example for here for you with Jackson. He's reading again about Gus and the little kitten. I should also mention these videos are all taken on different days, but he's a big fan of wearing his coat. He likes the safety and security of having that coat on when we're reading. And so here I'm asking him to go back and do some monitoring and then I'm also going to assist him to do some solving. But I'm trying to wrap this in meaning. So starting with meaning. Then we dig down to do a little bit of visual solving, but then we put it back into the text to think about the meaning of the story.

Speaker 2 ([41:33](#)):

What's happening here? And is the kitten being bad in this part? Start right here with you are being you are being. What do you know about this one? I know that it's an S. Does it look like a word that you can write? Yes. Does. What does it look like that you can write? No, here's that one. Okay, here, take that in away and put this one here. So go back and reread and see if so makes sense in your story. You're being so bad. Keep going.

Speaker 1 ([42:29](#)):

So he finished the page and then we talked about what that means if someone is being so bad and did it make sense in the story? And so yes, we did dip down to that word solving at the letter level, but it went right back into that whole text. So that Jackson always has this idea that when we stop to do that type of solving, it's in service of the meaning. It's in service of trying to understand what the author is telling us in text. So that reprocessing is one other way to create a very high powered teaching point.

Speaker 1 ([43:12](#)):

Clay also reminds us to use an economy of words and to show genuine interest into delight together. That delight together is huge to show that you are interested in what this child's doing, that you are genuinely impressed with the things that they do, really delight and do that together. We do that so much during roaming, but I'm asking you to carry roaming in your heart throughout the lesson series and to continue to delight in the things that your student does. Clay also tells us that slowly through success, the system builds a great capacity to solve new challenges, to get to the precise reference think meaning of new words used by the author. So it's through the repeated success that we get to the meaning intended by the author and the child's system continues to build that great capacity, massive practice in text reading and volumes of successful reading and successful processing build the capacity for these new challenges. So why is it so important for us as the teachers to create meaningful learning opportunities in every well, you may be thinking, well yeah, I know the answer to that. It is important. It's a source of information. It's how we're going to make it memorable for the student. But I want us to take that just a step further.

Speaker 1 ([44:44](#)):

So Clay tells us that an extensive repertoire of item knowledge learned and practiced in isolation and a single technique of sounding out the phonemes in words is a skimpy preparation for understanding the messages in text. She's saying that simply using PHS is skimpy preparation for understanding messages meanings in text. She's telling us that phonics is essential, but it's not sufficient. Good readers and writers have to be able to do more than isolated sound analysis. They have to be able to apply it in text. I am also going to bring in some Carol Lyons for us here. She tells us that if it's meaningful, it's memorable. In teaching struggling readers Lyons describe this dual coding of experience. She says that emotion and cognition cannot be separated. So if you have a memory, you cannot separate an actual factual description of what happened from the emotions that you felt. Everything that we learn is coded with emotion and cognition. So the parts of the brain dealing with emotional regulation play crucial role in planning, discriminating and choosing between alternatives, monitoring and self-correcting and regulating one's behavior. So she's also telling us that for this learning to occur for the child to expand that literacy processing system and to develop it, that we have to take into account emotion. So if we're making things meaningful for students, they're going to be memorable and in a good way.

Speaker 1 ([46:37](#)):

In 2021, Duke and Cartwright also put forth their active view of reading model. The active view of reading model shows the interconnectedness of contributors of reading. This does not occur in isolated practice. They say the active view of reading is reflecting the shared variance between word recognition and language comprehension and the bridging skills that cut across and contribute to both of these constructs. So the child is an active participant in this process. The child is actively testing out possible responses and they're doing that through all of the things that they bring to the table. This does not occur in isolated practice when the child has but one source of information at their disposal in whole text, reading and writing. The child has many more things to bring to bear on the task and it's a more authentic reflection of what they'll have to do when reading and writing books in all parts of their lives.

Speaker 1 ([47:47](#)):

So I want you to keep thinking about meaning. We need to go beyond these routinized prompts for meaning. Does that make sense? Is sometimes not enough. Think about fold in the cheese. What do I need to say to help this child to understand what I'm trying to communicate? Think about those biases

in your teaching. Are your teaching points one sided? Are you asking the child to crosscheck or to integrate, or is the teaching 0.1 sided? Or is it asking the child to do too much all in one step? Is it too broad? Identify elements of the lesson that can be personalized for this child to make learning more meaningful? Greenspan, in the beginning of LLDI talks about how well you remember it is depends on how you encode it, where you store it. And a huge part of that is whether or not it was meaningful to you.

Speaker 1 ([48:50](#)):

Lions tells us that you can't separate emotion and cognition. And so if we create learning experiences that are personalized and meaningful for the child, it lifts and enhances cognition. It helps the child to be able to recall what it was they need for tomorrow's book. So making sure that we personalize for this child is helping to make the learning more memorable and more meaningful for this child. Now also explore and think about how you can create a more high powered teaching point that's wrapped in meaning that you can help the child orchestrate and integrate and even revisit successful processing so that the child gets a sense that they should do that. Again, these are my references. I just want to remind you that you are given a very important opportunity and a responsibility for the students that you work with. And when you engage children in whole text, reading and writing, and when you help to create meaningful personalized teaching points, you are lifting that child's possibility and potential for the rest of their life. So please continue to do this good work. Watch as many sessions during Lit Con as you can and reach out to your fellow colleagues. I appreciate your time today. Thank you for, I know this is kind of a heavy topic, but I hoped that we eased through it gently. But thank you all for being here today and.