



1

Session Goals

- Examine barriers and bias in our teaching that prevent teachers (us) from attending to meaning on a deeper level
- Identify elements of the lesson that can be personalized for THIS child to make learning meaningful
- Explore how to create a high-powered teaching point that helps the child to orchestrate, integrate, and/or revisit successful processing
- Study Clay's text and others as it relates to the importance of creating meaningful learning opportunities for students during a Reading Recovery lesson

2

Clay's Driving Analogy

"The beginning reader is a little like the novice driver out in the car on the road for the third or fourth time, unsure of what to attend to first and wondering how he will ever get all the information into the right decision-making sequence."

Change over Time, p. 150

3

What does Clay say about meaning?

"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."

LLDI, p. 5

4

How can we make lessons more meaningful?

- We need to go beyond routinized prompts for using meaning as a source of information.
- "Does that make sense?" is sometimes not enough.
- Think about creating high-powered, personalized opportunities during the lesson to make learning more meaningful and memorable.

5

Reminder: What does Clay say?

"Reading begins with looking and ends when you stop looking." LLDI, p. 48

The emphasis on visual information in traditional settings often excludes and devalues meaning.

6

Examining bias in our teaching: 4 ways

- #1 Teaching points that are only about more efficient use of visual information and neglect meaning.
- #2 Teaching points that are not generative. Only about "this word" in "this book" and mostly related to accuracy.
- #3 Prompting the child to use meaning by asking leading questions instead of engaging in authentic conversation.
- #4 Feed forwards or prompts for meaning that are too broad.

7

Examining bias in our teaching

#1 Teaching points that are only about more efficient use of visual information and neglect meaning.

Text: Father Bear and Baby Bear went home with the fish.

Child: Father Bear and Bear Bear went h- h- h-

Teacher: What else can you see that might help?

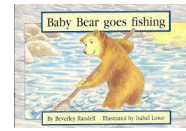
Child: h- o- m, I don't know.

Teacher: Can you say this much? (shows ho-)

Child: ho-

Teacher: This word has a silent 'e'.

Child: homm.



*****One sided, visual only,
more efficient to bring in Meaning

8

Consider.....

*"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." LLDI, p. 128*

9

Examining bias in our teaching

#2 Teaching points that are not generative. Only about "this word" in "this book" and mostly related to accuracy.

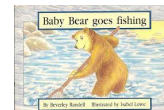
Text: Father Bear and Baby Bear went home with the fish.

Child: Father Bear and Baby Bear went here with the fish.

Teacher: You said, Father Bear and Baby Bear went here with the fish. Do you see the word here?

Child: No. Father Bear went home. It's home.

Teacher: You're right. Now let's turn to page. 6.



10

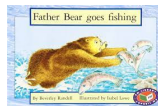
Examining bias in our teaching

#3 Prompting the child to use meaning by asking leading questions instead of engaging in authentic conversation. Could the child ask himself this question? What is she thinking about this part?

Text: "Fish! Fish! Fish!" shouted Father Bear.

Child: "Fish! Fish! Fish!" shouted f- f- f-

Teacher: Remember----- what is another word for dad?



11

Examining bias in our teaching

#4 Feed forwards or prompts for using meaning are too broad.

Teacher: Now you will read *Father Bear Goes Fishing*. Be sure that your reading makes sense, sounds right, and looks right.

Child: Nods. Stares at teacher with wide eyes trying to process everything the teacher just said.

"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?'" LLDI, p. 140



12

**Personalize the lesson for THIS child:
talking, reading, writing**

13

Personalize the lesson for THIS child

- Clay, described literacy processing as not simply an additive model but transformational! (Change over Time)
- Rosenblatt (1994) stressed that reading was a transaction between the text and the reader. (COT)
- We often prompt the child to think about the meaning of the text, but the teacher (expert other) can help the child to bring their own meaning (experiences, culture, knowledge, strengths etc.) to bear on the task as well. This is helping the child to leverage meaning as a strength.

14

**Personalize the lesson for THIS child:
talking**

- Have genuine conversations on the way to and from the lesson (and during) about what the child likes to read, write, do, and play.
- Select books this child will enjoy----not just your personal favorites. Give choice whenever possible.
- 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 for a walk with Dad."
- Have a brief genuine conversation after reading a book. What was your favorite part? What did you think about this? How do you feel about the way it ended?

15

**Personalize the lesson for THIS child:
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." LLDI, p.43

16

**Personalize the lesson for THIS child:
reading**

After reading, ask the child which part they would like to revisit. Use underutilized questions like,

- Where was the tricky part?
- What would you like us to look at together?
- Where did you need some help?
- Show me where we need to work together to figure something out.
- *These questions encourage monitoring and are especially helpful if the child becomes easily frustrated.*

17

**Personalize the lesson for THIS child:
writing**

Authentic writing is meaningful and memorable. Vary writing about:

- personal stories
- books you've read together
- shared experiences
- purposeful messages for a family member, friend, or teacher
- something the child would like to learn more about or explore
- generate ideas for the child to write in the classroom or at home

18

Create high-powered teaching points

Go beyond a simple transaction about how the child could problem-solve.

"...But the teacher aims to strengthen the child's ability to search flexibly for information from different sources to problem-solve the meanings of text. She is careful to counteract any imbalance the child's use of information." LLDI, p. 137

Show more than one way to problem solve. Flexibility is key!

19

Create high-powered teaching points

WRAP problem solving in meaning.

- Begin with a genuine comment or question. Attend to meaning first. Make the problem-solving necessary **in service of** the meaning.
- Engage in problem solving to figure something out about the story. This supports discovering the meaning.
- After problem-solving, put the word back into text to strengthen the connection.
- The goal is to make the teaching point sticky!

20

Create high-powered teaching points

- After solving or assisted solving, put the word back into text reading or writing for reprocessing (Mary Fried, LITCON 2020).

- "A little work on taking word apart may follow the reading of a book, using a word or words that were attended to during the reading of that book." LLDI, p. 153



- "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." LLDI, p. 153

21

Create high-powered teaching points

- Use an economy of words and show genuine interest. Delight together.
- "Slowly, **through success**, the system builds a great capacity to solve new challenges and **get to the precise reference** of new words used by the author." LLDI, p. 127 (meaning)

22

Why is it important to create meaningful learning opportunities in every lesson?

23

What does Clay say?

"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 messages in text." Change Over Time, p. 92

Phonics is essential but not sufficient!

24

Clay & Greenspan & Lyons

- meaningful = memorable
- Lyons described the 'dual coding of experience'
 - **emotion and cognition cannot be separated**
- "...parts of brain dealing with emotional regulation play crucial role in planning, discriminating and choosing between alternatives, monitoring and self-correcting, and regulating one's behavior." Lyons, TSR, p. 61

25

Duke & Cartwright (2021)

- The active view of reading model shows the interconnectedness of contributors of reading. *This does not occur in isolated practice.*
- "The active view of reading.... reflecting the shared variance between word recognition and language comprehension and the bridging skills that cut across and contribute to both of these constructs." p 14, (Duke and Cartwright).

26

Keep thinking about meaning....

- We need to go beyond routinized prompts for using meaning as a source of information. *"Does that make sense?"* is sometimes not enough.
- Think about bias/ barriers in your teaching
- Identify elements of the lesson that can be personalized for THIS child to make learning more meaningful
- Explore how to create a high-powered teaching point that helps the child to orchestrate, integrate, and/or revisit successful processing

27

References

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28

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29

Thank you!

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30