



Let's Get Explicit!

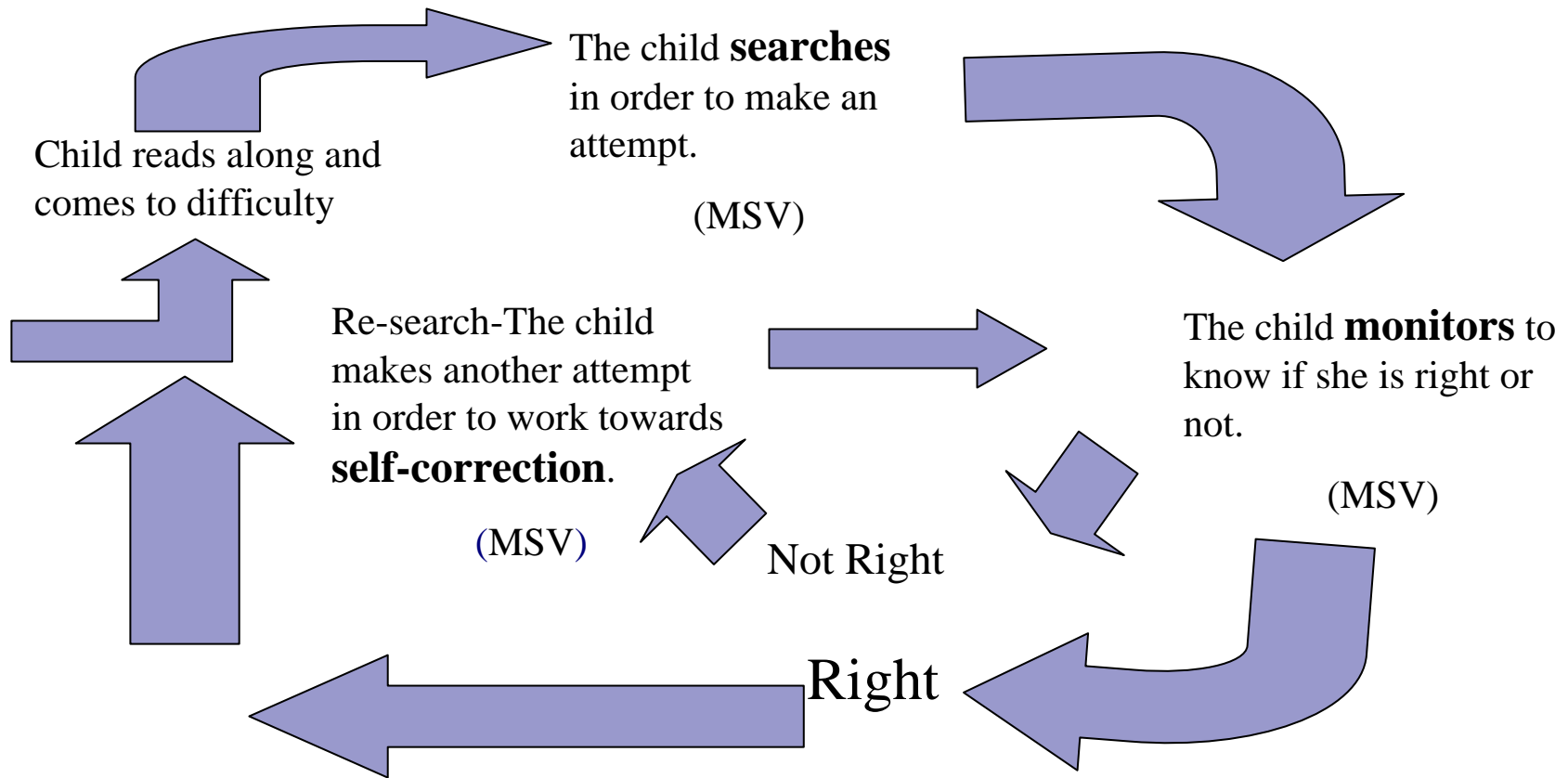
Tammy Younts
Purdue University



Components that Support Strategic Processing

- Teacher understanding of the reading and writing process
- Teacher knowledge of how to support student learning
- Demands of text
- What does this child know/do as a reader and writer right now?

Mapping Processing Behaviours to Guide Teaching Interventions





Cazden, 1988

There is a critical difference between helping a child somehow get a particular answer and helping a child gain a conceptual understanding from which answers to similar questions can be constructed at a future time.

Demands of Text

“Where is Baby Bear?” said Mother Bear.

Where/”Father SC bear, is Baby Bear -/with TOLD you?”

“No,” is/said TOLD Father Bear
-/”Where TOLD is he?”

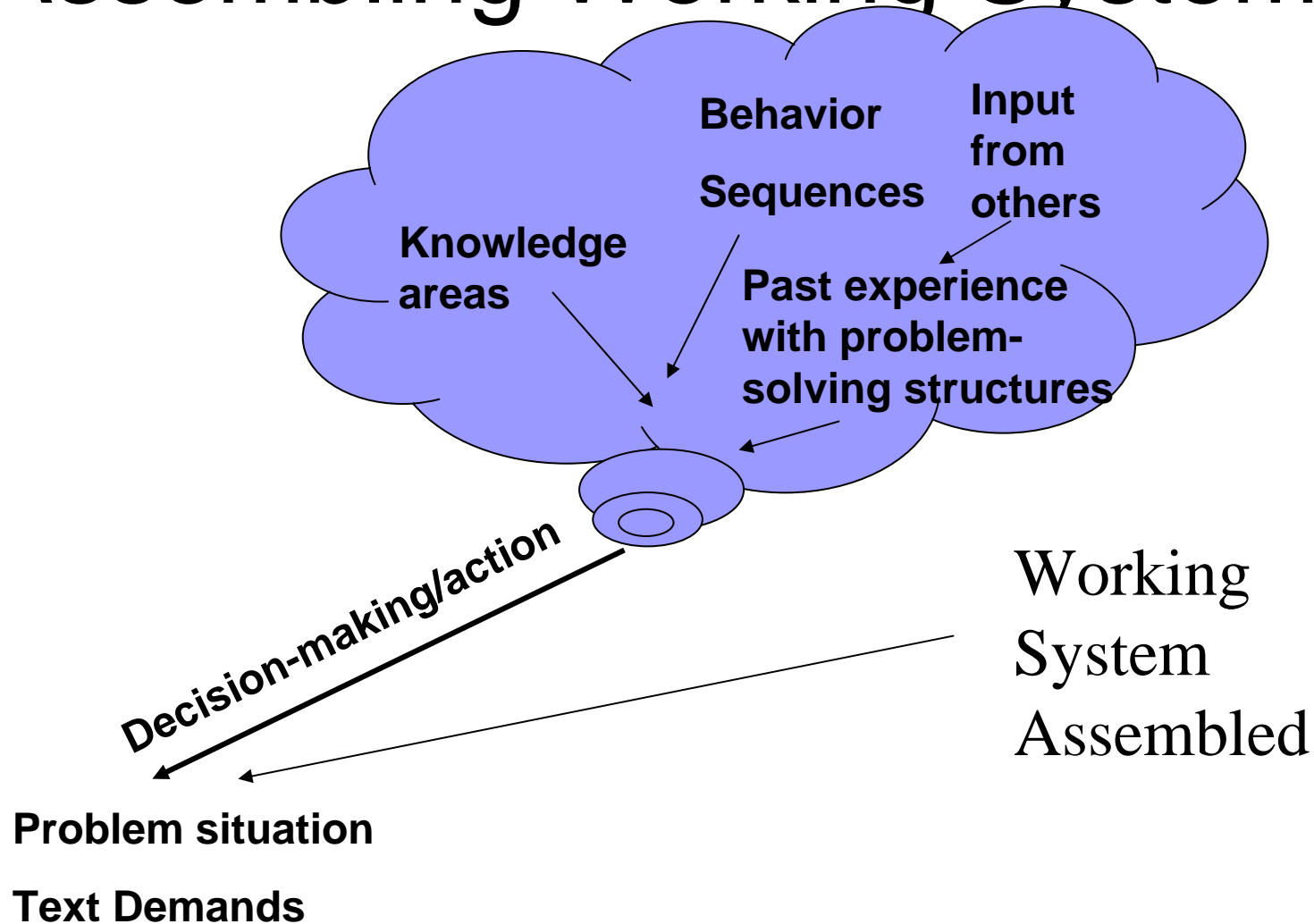
Baby Bear, -/where TOLD are you?” said/shouted Father Bear.



Levels of Analysis

- Word to word
- Word to context
- Word to context to child

Assembling Working Systems





Levels of Analysis

Basic-error/word in text

Where/where acc. response

Where/father SC

-/where

-/where

Levels of Analysis

Medium-Error/context

“Where is Baby Bear?” said Mother Bear.

“Where/Father SC bear, is Baby Bear -/with TOLD you?”

“No,” is/said TOLD Father Bear
-/”Where TOLD is he?”

Baby Bear, -/where TOLD are you?” said/shouted
Father Bear.

Levels of Analysis

High-Error/context/child/AWS

“Where is Baby Bear?” said Mother Bear.

(This is how the child talks, knows how the book is working from the meaning of the story)

“Where/Father SC bear, is Baby Bear -/with TOLD you?”

(Child is anticipating the same structure as before, knows that there has to be a visual match and cross-checks then SC's)

Levels of Analysis

High-Error/context/child

“No,” is/said TOLD Father Bear

-/“Where TOLD is he?”

(Split structure is not an oral structure. This child has not had any texts previously that used this structure. The structure was not introduced in the book introduction. The child does not know the word “where” visually.)

Baby Bear, -/where TOLD are you?” said/shouted Father Bear.

(This structure is not typical in a child’s oral language. The structure is different from the two previous encounters on this page. The child is expecting another word but may be monitoring underground and knows she doesn’t know.)

Change Over Time, p. 43

What do *proficient* young readers do as they problem-solve increasingly difficult texts? What evidence do we have of sequential changes in their proficiency? Detailed analyses of how the behaviours of competent readers and writers change over time in the first three years of school might give us a model of what has to be done to read and write well.

Teacher Support Levels

(Adapted from Pinnell & Scharer, 2003)

HIGH

Demonstrating

Guiding Practice/Sharing the
task

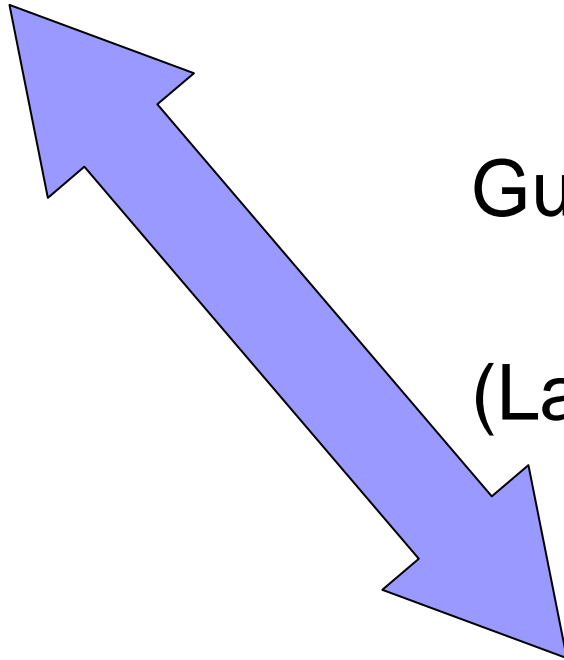
(Language as a Scaffold)

Prompting

Use of Strategy

LOW

Independently



Determining an Appropriate Level of Teacher Support

(OSU, 2004)

Child has no clue.....Demonstration

Child has made an approximation.....Share the task

Child has partial control.....Guided practice
High support prompts
Clear, specific language

Child is becoming more consistent.....Gradually withdraw
with desired response scaffold
Low support
prompts

Child initiates strategy independently.....Specific praise

■ Prompting for independence

Low Support

Were you right?

Try that again.

Does that look right?

Check it! Does it look right and sound right to you?

It could be...but look at...

Could it be...?

What letter would you expect to see at the beg./end...?

High Support



Teaching and Prompting

(adapted from Mudre, 2003)

Teaching	Prompting
<p>“Ride” would make sense here, and I can check the word like this. (T models saying the word slowly and running finger under it) That lets me know it looks right too.</p>	<p>Check it, does it look right and sound right for...? Does that look right?</p>
<p>This is what you could try the next time you come to a tricky word. (teacher rereads and starts to say the first sound/s of the word.</p>	<p>Reread and start to say it. Try that again and think what would make sense and start like that. Get your mouth ready to say it.</p>

Level 7 & 8

Important behaviors to notice and support

(Adapted from Guided Reading, Fountas & Pinnell)

- Tracking print with the eyes except at points of difficulty. (V)
- Using knowledge of language syntax and meaning to read with phrasing and fluency. (MS)
- Solving new words using various sources of information while maintaining a focus on meaning. (MSV)
- Rereading to check, confirm, and search. (MSV)
- Cross-checking one source of information with another. (MSV)
- Self-correcting using multiple sources of information. (MSV)
- Using known words and parts to get to words not yet known. (V)
- Predicting what will happen next and reading to confirm. (M)
- Relating one text to another. (MS)
- Using more information from print to construct the meaning of the story. (MV)

Becoming Literate

The construction of inner control, p.
217

...there is evidence to suggest that if we actively support partial correctness rather than negate it as wrong, learning will proceed at a faster rate. It takes a well-trained person who knows a great deal about possible routes to success to be able to effectively support partial responding in reading.

Videoclips

- As we view the videoclips, check the child's processing against the "behaviors to notice and support" lists.
- Decide what the teacher is teaching towards and what level of support she is providing.
- Be ready to discuss what you think is happening and what might need to happen next.

Levels 1 & 2

Important behaviors to notice and support

(Adapted from Guided Reading, Fountas & Pinnell)

- Directional behaviors (left to right, top to bottom, left page-right page, return sweep). (V)
- Pictures and familiar concepts are used to make attempts. (M)
- Oral language and patterns facilitate anticipating how the text works. (S)
- Students learn to match spoken language with print, word by word, using finger pointing as a scaffold. (V)
- Known words become anchors to help the child locate themselves on the page. (V)
- Students self-monitor by checking their reading using word-by-word matching, noticing known words in text, or noticing mismatches in meaning or language. (MSV)

Levels 3 & 4

Important behaviors to notice and support

(Adapted from Guided Reading, Fountas & Pinnell)

- Students predict unknown words using meaning and/or structure and learn to check these attempts by looking for a match between the sounds in the word and the letters expected. (MSV)
- Word-by-word match becomes controlled and finger pointing is less frequent. (V)
- Illustrations facilitate attempts and overall understanding of the text. (M)
- Known words are used as anchors. (V)
- Students move more fluently through the text while reading for meaning. (MSV)
- Engaging independently in the same behaviors listed for level B.
- Students continue accumulating a reading vocabulary—a group of known words, usually those frequently encountered, that are recognized from book to book. (V)

Levels 5 & 6

Important behaviors to notice and support

(Adapted from Guided Reading, Fountas & Pinnell)

- Controlling early strategies (word-by-word matching and directional movement) on longer stretches of text. (V)
- Moving away from finger pointing as eyes take over the process. (V)
- Using pattern and language syntax to read with phrasing and fluency. (MSV)
- Checking on one's reading using knowledge of letter-sound relationships, words, and parts of words. (V)
- Rereading to confirm reading or problem solving. (MSV)
- Attempts are made using meaning from various sources (pictures, familiar concepts, story knowledge). (M)
- Monitoring using multiple cue sources leads to better subsequent attempts and/or self-correction. (MSV)

Level 7 & 8

Important behaviors to notice and support

(Adapted from Guided Reading, Fountas & Pinnell)

- Tracking print with the eyes except at points of difficulty. (V)
- Using knowledge of language syntax and meaning to read with phrasing and fluency. (MS)
- Solving new words using various sources of information while maintaining a focus on meaning. (MSV)
- Rereading to check, confirm, and search. (MSV)
- Cross-checking one source of information with another. (MSV)
- Self-correcting using multiple sources of information. (MSV)
- Using known words and parts to get to words not yet known. (V)
- Predicting what will happen next and reading to confirm. (M)
- Relating one text to another. (MS)
- Using more information from print to construct the meaning of the story. (MV)

Level F (9, 10)

Important behaviors to notice and support

(Adapted from Guided Reading, Fountas & Pinnell)

- Controlling early strategies even on novel texts.
- Being aware of punctuation and using it for phrasing and meaning. (V)
- Reading with fluent phrasing and attention to meaning. (MSV)
- Searching for information from meaning, structure, and visual sources, integrating whenever possible. (MSV)
- Using known words and parts of words as well as letter-sound relationships to get to new words, and checking against other information such as meaning. (MSV)
- Using multiple sources of information to monitor and self-correct. (MSV)

Strategic Actions

Search for Information
Make an attempt

Monitor
Does that say what I
wanted it to?

How can I add/change
it to make it look right?

Is it a word I know?

What can I hear?
How would I write that?

Is it like a word I know?

Phonemes
Syllables
Parts/chunks

Analogy

“My” starts like “mom” you can write the “m”

Is that a word you know how to write?

Oh! Here’s another one that starts like “mom”, you write the first part (m)

Child rereads, T pauses, C writes “to”

“sad” starts like “stop” that you know, you write the “s”


My mom doesn’t want me to be sad at school so she puts candy in my lunchbox.

You can write the first part of “school”, it’s like “stop” and “sad”

Oh! “so” “school” “sad” there’s lots of words that start with “S” in your story!

Say “puts” and see if you can hear the first part. C-p

You wrote “my” at the beginning of your story. T pts to “my”



Emphasizing the child's role as the writer

- Wow! You were able to use the word “mom” that you know in your story and it helped you to write other words like “My” and “me”.



My mom **duznt/doesn't** want me to
be **sad at skool/school** so she **puts**
candy in my lunchbox.

This is a word I know.

What do I hear? How will I write it?

**Is there a part/word I know that could
help?**

Teacher Language to Promote Strategic Action

You know the word “the”. Write it.

You know the next word.

Think about what you know that could help.

Teacher pauses out. Child writes known word.



Teacher Language to Promote Strategic Action

/S/ /S/ /stik/ What letter makes that sound at the beginning?

Say it slowly, you know that first sound.

Say it slowly and think how you could write that first part.

What could you do to help yourself?

Teacher pauses out. Child works through the word.



Teacher Language to Promote Strategic Action

That word is like “look” that you know.

Say /shook/, you know a word that sounds like that.

Do you know a word that sounds like that?

What could you do to help yourself?

Teacher stays out, child writes SH then OOK

