

Power Teaching

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Quotes from Clay

The goal of teaching is to assist the child to construct effective networks in his brain for linking up all strategic activity that will be needed to work on texts, not merely to accumulate items of knowledge.

LL PI p. 44 & LL PII p. 116

Keep in mind that the teacher at all times must decide the next most powerful strategic activity that could help this particular child to increase his processing of information in text.

LL PI p. 43

Acceleration depends upon how well the teacher selects the clearest, easiest, most memorable examples with which to establish a new response, skill, principle or procedure.

LL PII p. 23

The teacher must be able to design a superbly sequenced series of lessons determined by the particular child's competencies, and make highly skilled decisions moment by moment during the lesson. The child must never engage in unnecessary activities because that wastes learning time.

LL PI p. 23

Encourage the beginnings of a self-extending system early. The child is learning how to read *because of the effective processing he does when he reads*. Using what he can do well makes a good system stronger.

LL PI p. 41

We need to:

- give the child ways to detect error for himself
- encourage attempts to correct error
- allow him to check or repetitions to confirm his first attempts
- when he works out a text for himself ask him 'How did you know?' Do not overdo this.

Examples from *Teaching Struggling
Readers* by Carol Lyons
(provided at Conference)

- Buzz a minute and decide what the teacher was trying to teach the student
- In what way is the teacher giving the child ways to detect errors? How is the teacher encouraging attempts to correct errors?

....

- More examples

Book orientations, the first reading of the book and teaching during the first reading.

Make an excellent choice of a book, ensure that the challenge matches the child's learning needs, and avoid unnecessary interruption of the flow of story-reading by making too many links to other things.

LL PII p. 94

Book Introduction

Clay tells us to make the child familiar with the story, with the plot, with the phrases of language that he might never have heard, with unusual names and new words, and with old words used in an unusual way.

LL PII p. 91

Book Introduction

Clay tells us to “Take the ‘bugs’ out of the text before he tries to read it.” And “the first reading of the **new book is not a test**; it needs to be a **successful reading**.” The teacher must plan for the child to have in his head the ideas and language he needs to complete the reading.

The first reading of the book

Prepared by the teacher's introduction the child reads the new material as independent as possible.

LL PII p. 92

Teaching during the first reading

Twin aims:

- to improve the processing of information on continuous text
- to support the continued expansion of the processing system itself to cope with more features of language

Give thoughtful attention to the level of help the child needs and decide when you are prompting for processing or when you should be supplying information that the learner does not have (teaching).

LL PII p. 94

After the first reading

- there should be only a few things to discuss if the book was chosen carefully to suit the child's current competencies
- the teacher would *select only one or two points* and teach with an economical use of words and examples
- and the kinds of things that she would attend to would change over time

- examples

- Next day, what you did after the first reading should be easy for the child to remember during the second reading of the new book.
- At every level the child should be able to 'hear' that his reading sounds like his speaking. LL PII p.96

A second reading the next day

- look for independent reconstruction of yesterday's experience
- observe directional behavior and clear locating behavior recording these for analysis
- check on things recently emphasized like making sense, or noticing error, or monitoring carefully, or cross-checking, or using visual information
- check things like visual searching or attempts to use features like 's', '-ed', '-ing'

- Early in lessons *teach not only on errors but also on successful solving. Quickly check words...*
- Later in lessons teacher must give a major share of her teaching opportunities to shaping up fast, efficient processing of continuing text. LL PII p. 97

- examples

More advice from Clay

Make a point of reinforcing self-correction
early in the lesson series.

LL PII p. 94

The prompt should send the child in search
of response in his network of responses.

LL PI p. 39

The teacher provides high levels of demonstration and support when necessary, and less support when appropriate.

LL PI p. 61

Attention is paid to what the child can do well and how to use these strengths to enable him to do things he finds difficult.

LL PI p. 18

When the teacher designs each part of the lesson to target the cutting edge of an individual's learning the teacher can select crucial next learning.

LL PI p. 20

Throughout the 30-minute lesson the teacher's attention is tuned to the responding history of this one child.

LL PI p. 21

- Closing Story

Important messages from Clay:

- If the child is a struggling reader or writer the conclusion must be that we have not yet discovered the way to help him learn. LL PII p. 158
- This child's time in Reading Recovery may be his one big opportunity for literacy learning. **Do not give up on him.** LL PII p. 159