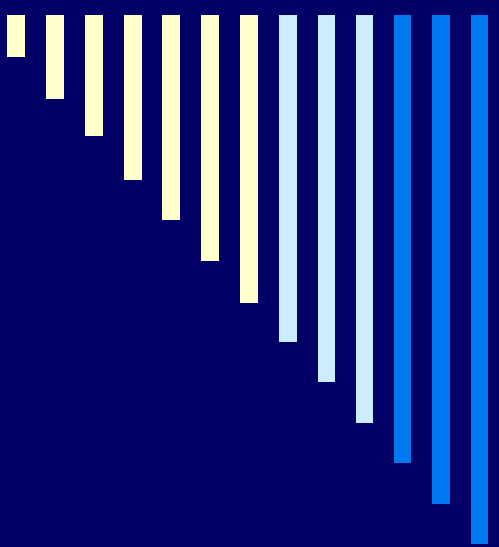


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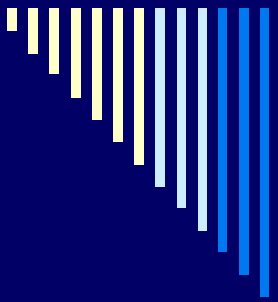


**Where are the children  
now? And Where do they  
need to go next?**

**Dr. Maribeth Cassidy Schmitt**  
Jean Adamson Stanley Professor of Literacy  
College of Education at Purdue University

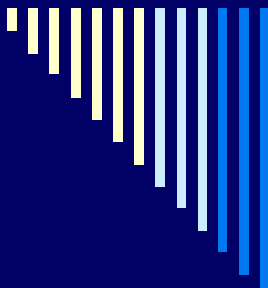
**National Reading Recovery Conference**  
**February 2007**

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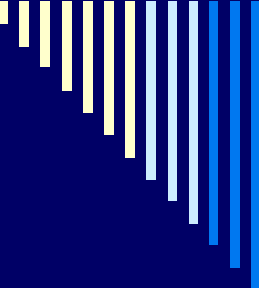
➤ **The teacher must orient his work not on yesterday's development in the child but on tomorrow's. Only then will he be able to use instruction to bring out those processes of development that lie in the zone of proximal development.**

(Vygotsky, 1987, *The Collected Works of Vygotsky*, p. 211)



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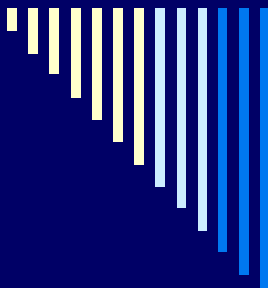
We cannot have a definitive description of what the child does in his head as he reads. We can observe how the child works over texts as he reads them. From his behaviours we can get hints of what he is looking at or what is being related to what. We observe him reading texts, watch him go back and try again, and hear him correct himself unprompted.



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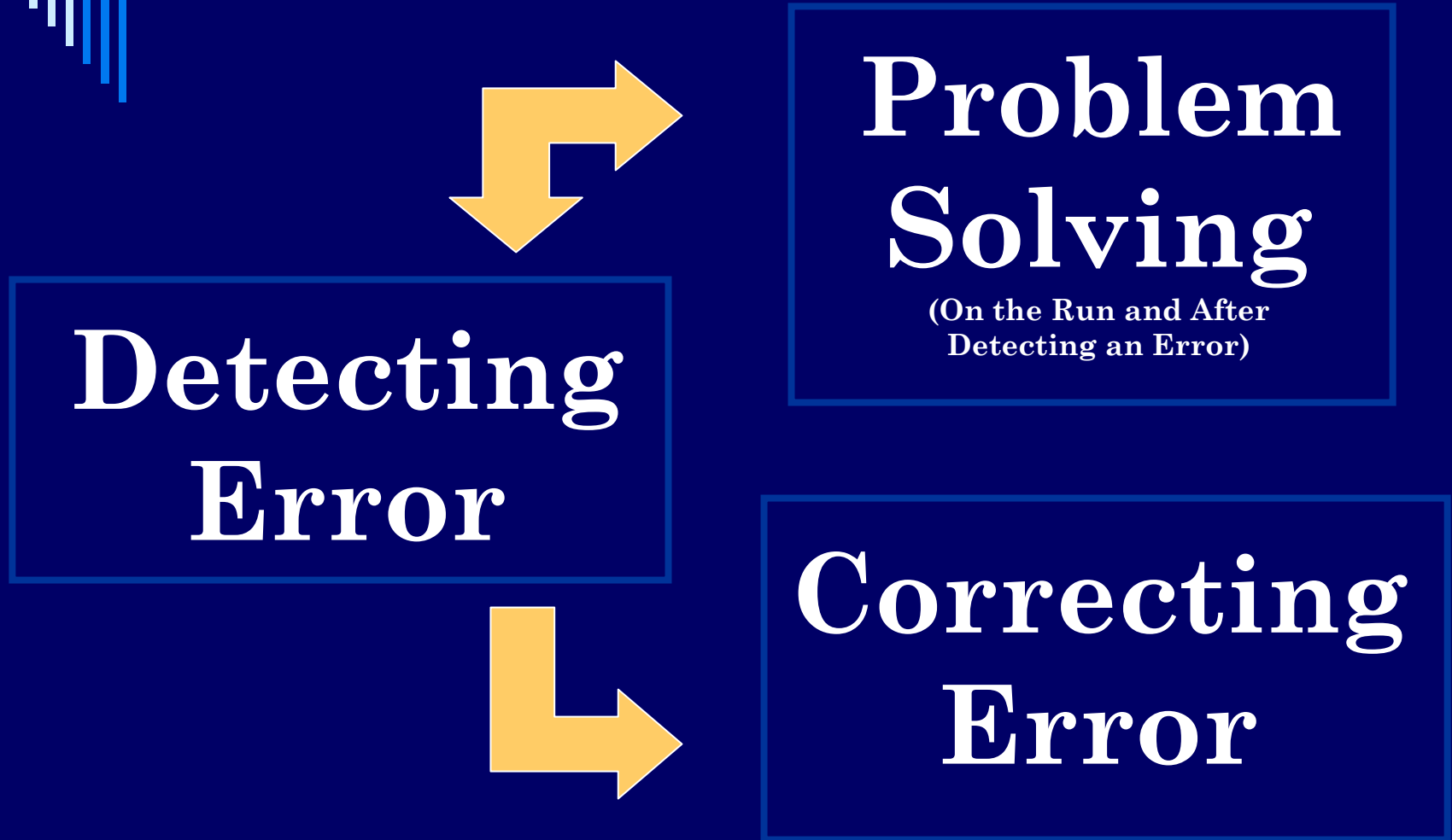
## How will looking at the child's work on text help me understand the in-the-head activity?

- What does problem solving look like? What kinds of activity does the child engage in to create a plausible interpretation of the text? What does monitoring or detecting error look like? How do you know the child is monitoring? What about self-correcting? Is it the same as problem solving or does it look different? How will it help me to know what to look for? What does it mean if a child is doing a certain kind of problem solving but not another? What if it's not working? What if he isn't monitoring, or monitoring but not self-correcting? Does it matter which information sources the child is using and how he is using them?
-

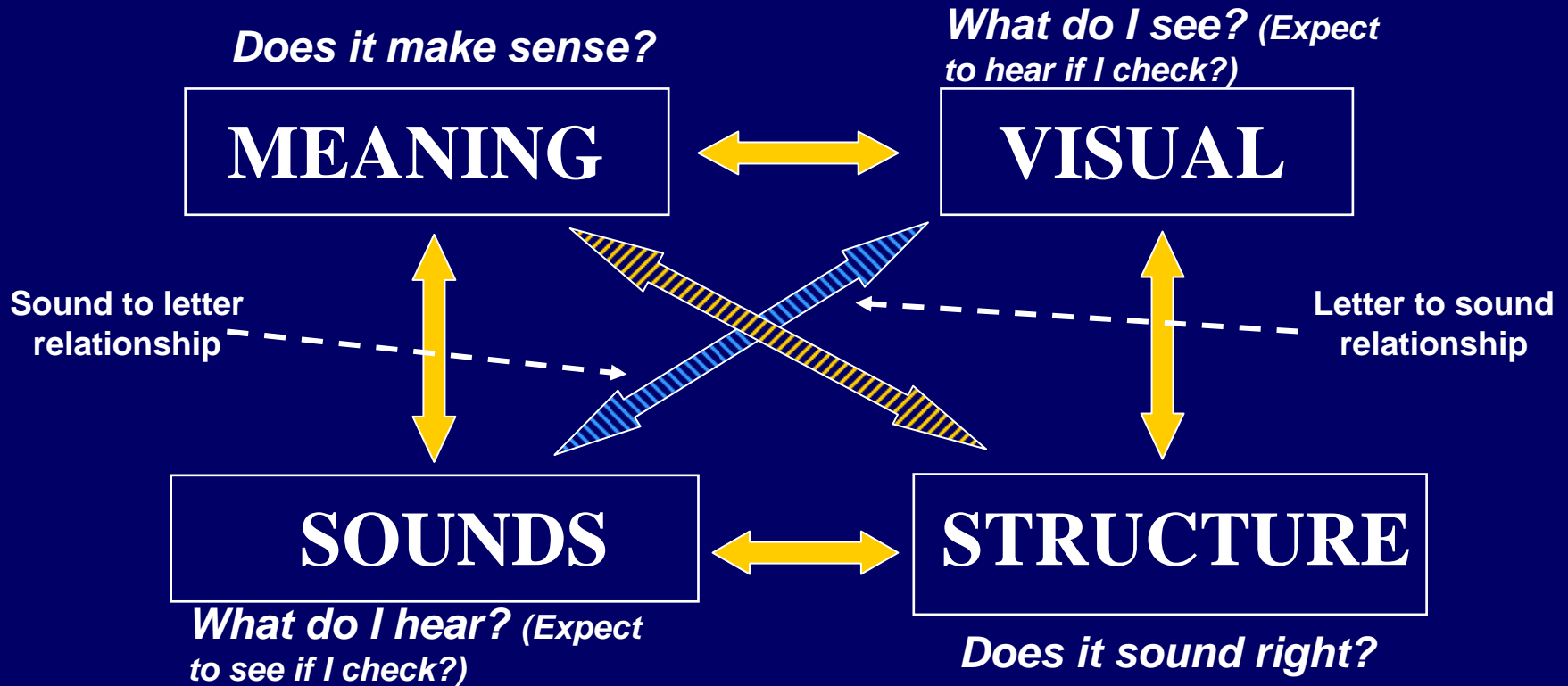
- 
- To improve teaching, teachers need to observe children's responses as they learn to read and write and watch for:
    - Competencies and confusions
    - Strengths and weaknesses
    - Evidence of processing and strategic activities
    - Evidence of what the child can already control.

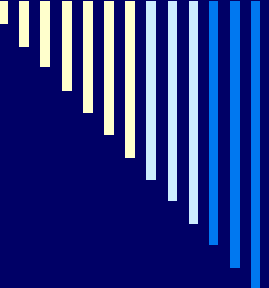
(Clay, *Observation Survey*, p. 7)

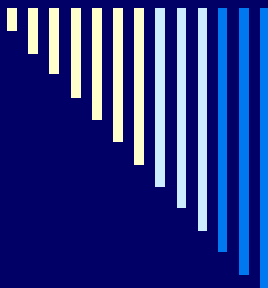
# Strategic Activity in Reading



# Strategic Activity Using Information Sources



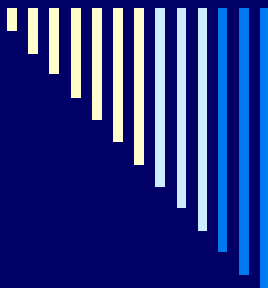
- 
- As the reader shifts his attention across the lines of print his brain is exploring many possibilities. Decisions must be made. Decisions take time and the greater the number of alternatives the more time is required to make the decision. Unlikely responses must be rejected; possible responses must be weighed up. Information that helps the reader to be decisive is what the reader needs – phonological or orthographic, or syntactic or semantic, or ‘sense of story’ information. (Clay, *LLDI-2* p. 87)



---

**Young constructive readers and writers work at problem-solving sentences and messages, choose between alternatives, read and write sentences, work on word after word, with the flexibility to change responses rapidly at any point. As they attend to several different kinds of knowledge, they are searching, selecting, rejecting, self-monitoring, and self-correcting. (Clay, *LLDI-1*, p. 3)**

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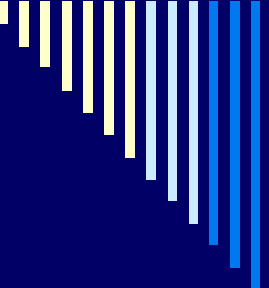
Using phonological (sound) information to check against visual information: Trying to link sound sequence to letter sequence\* or *what I hear with what I see*

✓ ✓ ✓ ✓ ✓ ✓ bag | b-b-a??  
Can you put a shark in a sack?

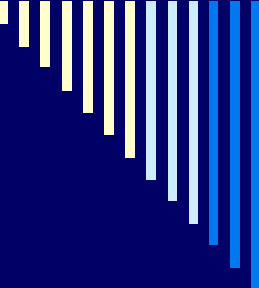
***Problem solving*** by making a language prediction and ***detecting error*** by checking the sounds I hear with the letters I see.

---

\*See section #11 In *Literacy Lessons Designed for Individuals*

- 
- If the child is only anticipating the (oral) word that could come next, predicting from his own speech, then the appropriate question is about ‘hearing’ and might be ‘What sound would you expect to hear?’ A follow-up question might be ‘Do you think this first letter (*the teacher points to it*) could make that sound?’

(Clay, *LLDI-2* p. 87)



Using visual information to check  
against phonological information:  
Trying to link letter sequence to  
sound sequence\* or *what I see with*  
*what I expect to hear*

✓ ✓ ✓ ✓ ✓ ✓ s-a-k | s-a-k | sack  
**Can you put a shark in a sack?**

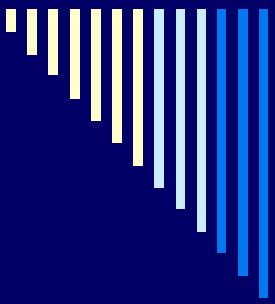
***Problem solving*** by saying a word that looks right and ***monitoring*** by checking the sounds I expect to hear with the letters I see. (Unsure about the word so confirmed it by checking.)



# *Problem Solving*

*(on the run and after detecting an error)*

1. **Appealing for help**
  2. **Waiting for the teacher to provide the word**
  3. **Trying to use directional movement appropriately**
  4. **Trying to get one-to-one match between voice and print**
  5. **Trying to use a known word to locate place on the page (usually after detecting error)**
  6. **Making a/another language prediction**
  7. **Trying to take the word apart**
  8. **Trying to use an analogy to a known word**
  9. **Rereading to gather more information**
  10. **Trying to do a letter-to-sound analysis**
  11. **Other actions?**
-



Locating by Known/Unknown  
Word: *Finding your place in the  
print by using your known items*

Detecting error *by locating a known word read wrongly:*

✓   ✓   ✓   ✓   bread |R2   ✓

They are buzzing around   the   bread.

Problem solving *after error by saying the known word  
read wrongly:*

✓   ✓   ✓   ✓   bread |R |SC   ✓

They are buzzing around   the   bread.

---

The child knows the word “the” for use in locating responses.



# *Detecting Error*

1. **Appealing for help**
  2. **Noticing directional movement is inaccurate**
  3. **Noticing one-to-one voice-print match is off**
  4. **Locating place by known word mismatch**
  5. **Trying to link sound sequence with letter sequence  
(check what I hear with what I see)**
  6. **Cross-checking other sources of information**
  7. **Rereading to confirm that or to check whether  
information sources match**
  8. **Other actions?**
-



---

# *Self-Correcting Error*

1. Using directional movement appropriately
  2. Getting a one-to-one match between voice and print
  3. Using a known word to locate place on the page
  4. Doing a letter-to-sound analysis
  5. Integrating all sources of information
  6. Taking the word apart
  7. Gathering sufficient information on the rereading
  8. Using an analogy to a known word
  9. Other actions?
-



# *Strategic Activity in Reading*

## **Detecting Error**

1. Appealing for help
2. Noticing directional movement is inaccurate
3. Noticing one-to-one voice-print match is off
4. Locating place by known word mismatch
5. Trying to link sound sequence with letter sequence (check what I hear with what I see)
6. Cross-checking other sources of information
7. Rereading to confirm that or to check whether information sources match

## **Problem Solving (On the Run and After Detecting an Error)**

1. Appealing for help
2. Waiting for the teacher to provide the word
3. Trying to use directional movement appropriately
4. Trying to get one-to-one match between voice and print
5. Trying to use a known word to locate place on the page (usually after error)
6. Making a/another language prediction
7. Trying to take the word apart
8. Trying to use an analogy to a known word
9. Rereading to gather more information
10. Trying to do a letter-to-sound analysis

## **Correcting Error**

1. Using directional movement appropriately
2. Getting a one-to-one match between voice and print
3. Using a known word to locate place on the page
4. Doing a letter-to-sound analysis
5. Integrating all sources of information
6. Taking the word apart
7. Gathering sufficient information on the rereading
8. Using an analogy to a known word



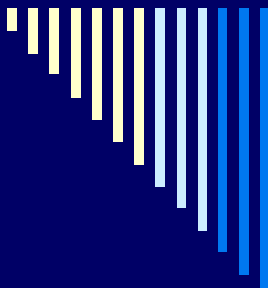
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# Building a Self-Extending System

- ...the learner (who is successfully solving reading problems) is building a neural network for working on written language *and that network learns to extend itself*. (modified from LLDI p. 103)
- It is the successful strategic activity called up by the learner that creates the self-extending system.

(Clay, *LLDI-2*, p. 103)

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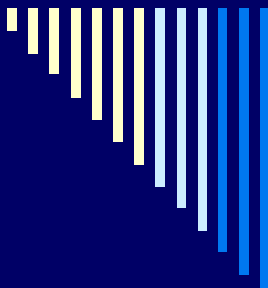


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➤ **Strategic control over what one can do to problem-solve novel text is central to the reading process.**

(Clay, BL p. 289)

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- 
- **As the reader shifts his attention across the lines of print his brain is exploring many possibilities. Decisions must be made. Decisions take time and the greater the number of alternatives the more time is required to make the decision. Unlikely responses must be rejected; possible responses must be weighed up. Information that helps the reader to be decisive is what the reader needs – phonological or orthographic, or syntactic or semantic, or ‘sense of story’ information. It is information he has learned to use during his previous encounters with reading.**

**(Clay, *LLDI-2*, p. 87)**



# Paths of Progress

PS

PS > DE

PS > DE > PS

PS > DE > PS > DE

PS > DE > CE

PS > DE > PS > DE > CE

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# Analysis of Strategic Activity and Plans for Instruction: A Teacher Decision-Making Rubric

- Review the Running Record and the lesson notes from Familiar Reading and the New Book to analyze the child's current processing or strategic activity. (You are creating a theory about the child's "in-the-head processing" based on visible behaviors.)
- Determine the strategic activity the child uses for:
  - Problem solving on the run and after detecting an error:
    - What does the child do to problem solve when she works on a new or difficult word? If she is not problem-solving, what will you do?
  - Detecting error:
    - Is there evidence that the child notices errors? If she is not detecting error, what will you do?
  - Self-correcting after noticing an error and problem solving to find the correct solution:
    - Does the child attempt to correct errors? What type of problem solving does she do to fix things up? If she is not attempting to self-correct, what will you do?
- Which strategic activity does the child seem to control or partially control?
- Which strategic activity does she need to get completely under control or to learn next?
- Use *Literacy Lessons Designed for Individuals* (Clay 2006) where should you focus your teaching tomorrow specifically? Why? How will it look? What do you expect? What else might you try? Make sure to record the outcomes of your teaching so you will know if your teaching was successful so you will get a start on where to go next. Start the process again. with the new information from the lesson.



# Strategic Activity Analysis and Instructional Plans

<b>Student</b>	<b>Problem Solving?</b>	<b>Detecting Error?</b>	<b>Correcting Error?</b>	<b>Teaching Plans?</b>



# Problem Solving

✓ ✓ ✓ ✓ ✓ ✓ ✓ bag  
Can you put a shark in a sack?

Can he sleep in here?  
In here? -- -- --

Can he sleep in here?  
In here? -- -- --



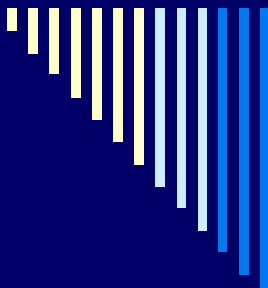
# Problem Solving > Detecting Error

✓ ✓ ✓ ✓ ✓ ✓ ✓

bag | AP

Can you put a shark in a sack?

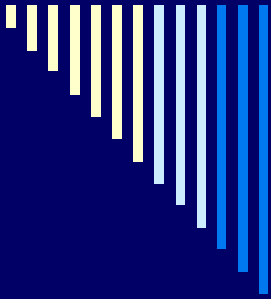
Can he sleep in here? R  
In here? -- -- --



# Problem Solving > Detecting Error > Problem Solving

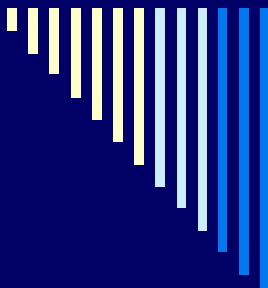
✓ ✓ ✓ ✓ ✓ ✓ bag | b- | R  
Can you put a shark in a sack?

✓ ✓ ✓ ✓ ✓ ✓ bag | b-b-a | AP  
Can you put a shark in a sack?



✓ ✓ ✓ ✓ ✓ ✓ ✓

Can you put a shark in a bag | purse  
sack?



# Problem Solving > Detecting Error Error > Problem Solving > Detecting Error

✓ ✓ ✓ ✓ ✓ ✓ bag | s-a-s-k | R  
Can you put a shark in a sack?

✓ ✓ ✓ ✓ ✓ ✓ fast | R2 brown SC  
To catch the dog, Mary ran down  
✓ ✓  
the hill.



# Problem Solving > Detecting Error > Correcting Error

✓ ✓ ✓ large | AP | SC ✓ ✓  
I don't want a very big pet.



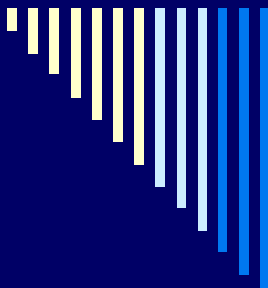
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## Which Procedures to Use?

- **From the recommended procedures a teacher selects those that she requires for a particular child with a particular problem at a particular moment time .There are no set teaching sequences; there is no precipitation.**

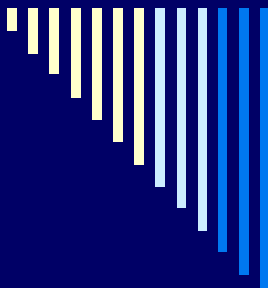
**(Clay, LLDI-2, p.2)**

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- 
- 
- *The teacher is more concerned to reinforce how the child worked to get the response than whether the child arrived at the precise correct response.* In this way the teacher is responding to the learner's construction of strategic control over reading and writing processes.

(BL p. 343)

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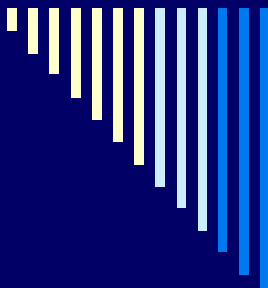


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**She passes more and more control to the child and pushes the child, gently but consistently, into independent, constructive activity.**

(Clay & Cazden, 1990, A Vygotskian Interpretation of Reading Recovery, p. 212)

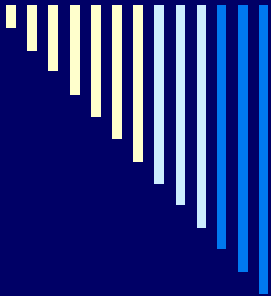
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## Samples of Children's Strategy Activity for Teacher Analysis

And ✓ bus driver is my mom.  
She's my mom.    --    --    --    --

✓ woke/see/    ✓    ✓    ✓    ✓    ✓  
I    saw    a lump in my bed



✓ w-w-i-s | w-i | AP

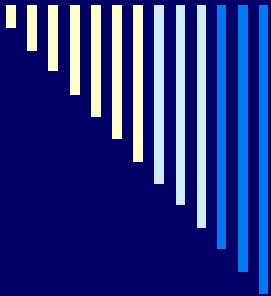
✓ ✓ ✓ ✓

I wish

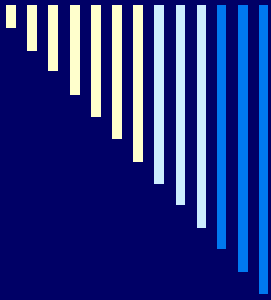
(T) I had some new

✓

shoes.



✓ ✓ ✓ ✓  $R_3$  ✓ ✓  
I don't want a green pet.



✓ ✓ b-r-b-r-u-s-h

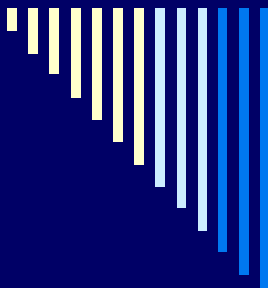
I can brush



myself.

✓ ✓ ✓ ✓

my fur all by

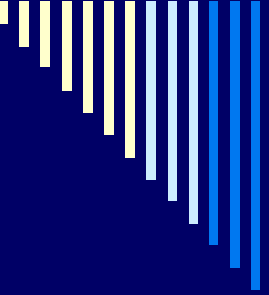


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➤ At the moment of making an error a child reading for meaning will notice it. To continue, the reader has to take some action. At this moment he is observing his own behaviour very closely because he will have to decide which response he should retain and which he should discard.

(BL p. 341)

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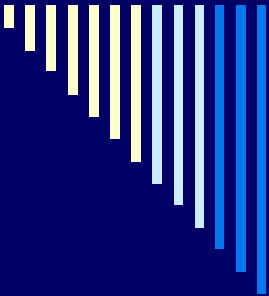


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**The competent children resourcefully cast around all their experience to find cues, strategies, and solutions. The appropriate questions are:  
What do I know that might help? How do I know this?  
What can link up with this? Is the message still clear?**

**(BL p. 341)**

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**Making an analogy to Bruner's work, Clay (1991) said, "How does one manage to support the child's control of literacy activities from the beginning, to interact with an inner control one can only infer, and to progressively withdraw to allow room for the child to control the development of a self-extending network of strategies for literacy learning?"**

**(BL p. 344)**

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