

Fluency & Fluent Responding

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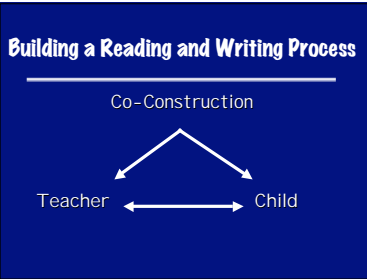
National Reading Panel

- ✦ Recognize words automatically
- ✦ Read aloud effortlessly and with expression
- ✦ Does not have to concentrate on decoding
- ✦ Can focus on comprehension

Reading is a message-getting, problem-solving activity, which increases in power and flexibility the more it is practiced and it is complex because

- 1) within the directional constraints of written language attention to
- 2) verbal and
- 3) perceptual behaviours is
- 4) purposefully directed
- 5) in some integrated way
- 6) to the problem of extracting a sequence of cues from a text
- 7) to yield a meaningful and specific communication

Chap. COE 102



What they know

And

How they know it

And I will need to pay special attention to....

Making it easy to learn

Perceiving printed language is improved with practice but it is an *effortful* process when stimuli are novel. Exposure and specific learning are both necessary.

BL 260.

Observation Survey

<p>Useful strategies</p> <ul style="list-style-type: none"> ✦ with text ✦ with words ✦ with letters 	<p style="font-size: 2em;">}</p> <p style="font-size: 2em;">I n t e r a c t i o n s</p> <p style="font-size: 2em;">}</p>	<p>Problem strategies</p> <ul style="list-style-type: none"> ✦ with text ✦ with words ✦ with letters
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Observation Survey

<p>Useful strategies</p> <ul style="list-style-type: none"> with text <ul style="list-style-type: none"> • Search and monitor for meaning • Monitor for structures when text has a simple structure (N-V+O) 	<p style="font-size: 2em;">}</p> <p style="font-size: 2em;">I n t e r a c t i o n s</p> <p style="font-size: 2em;">}</p>	<p>Problem Strategies</p> <ul style="list-style-type: none"> with text <ul style="list-style-type: none"> • monitoring structures that begin with adverbials • Matching verbal response to print
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Observation Survey

<p>Useful strategies</p> <p>with text</p> <ul style="list-style-type: none"> • Search and monitor for meaning • Monitor for structures when text has a simple structure (N+V+O) 	<p>End</p> <p>SM for & CC structure against M & V information in order to read text that have complex structures</p>	<p>Problem strategies</p> <p>with text</p> <ul style="list-style-type: none"> • monitoring structures that begin with adverbials • Matching verbal response to print
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Observation Survey

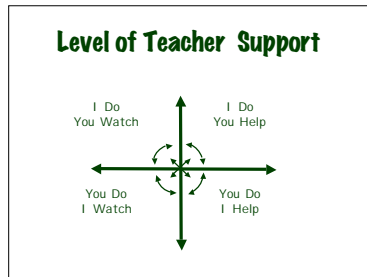
<p>Useful strategies</p> <p>with text</p> <ul style="list-style-type: none"> • Search and monitor for meaning • Monitor for structures when text has a simple structure (N+V+O) 	<p>Next few weeks</p> <p>Consistently match voice to print</p>	<p>Problem strategies</p> <p>with text</p> <ul style="list-style-type: none"> • monitoring structures that begin with adverbials • Matching verbal response to print
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Observation Survey

<p>Useful strategies</p> <p>with text</p> <ul style="list-style-type: none"> • Search and monitor for meaning • Monitor for structures when text has a simple structure (N+V+O) 	<p>Extra work</p> <p>Ensuring he has concept of word vs. letter</p>	<p>Problem Strategies</p> <p>with text</p> <ul style="list-style-type: none"> • monitoring structures that begin with adverbials • Matching verbal response to print
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Observation Survey

<p>Useful strategies</p> <p>with text</p> <ul style="list-style-type: none"> • Search and monitor for meaning • Monitor for structures when text has a simple structure (N+V+O) 	<p>I need to...</p> <ul style="list-style-type: none"> • Select text that match his oral language • Select text that have clear spaces between words • Demonstrate 1:1 when we share the reading of a book and rereading of his compositions • Honor his approximations for 1:1 	<p>Problem strategies</p> <p>with text</p> <ul style="list-style-type: none"> • monitoring structures that begin with adverbials • Matching verbal response to print
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Data Card

READING			WRITING	
UNK.	Confusions	Rd. voc.	WV	HRSW
K	a/b		Jeger	s
L	b/d		mom	T
C, c	h/n		A	c
Y	p/q			m
Q	i/i			g
T				
Z				
b				
a				
g				

Concepts and Strategies

- Directionality: L □ R; □ ; first/last; Lp/Rp
- Period
- Print contains message
- 1:1
- Searches for M & S
- Can handle text with 2 patterns

Concepts and Strategies

After Roaming in the Known:

- Self monitors (SM) with 1:1 and known words
- Locates known words
- SC with his known words
- Searches for M by checking the picture
- SM - w/ initial visual information-noticing words that start like his known
- Writes known words quickly

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C, c	h/n	lo	A	c
Y	p/q	a	I	m
Q	i/i	mom	can	g
T		red	went	
Z			my	D I
b			red	h w
a			for	B p
g				r

Child's Understanding	Teacher's Role
<ul style="list-style-type: none"> Visual perception Auditory perception Language development movement 	<ul style="list-style-type: none"> Demonstration Clear, direct prompts Book selection and introduction Scale of help

Week 3-Needs

Learning to Look at Print:
Extend meager knowledge of letters and words

YDIH YDIW	Sort known letters quickly make known words quickly
YDIH YDIW	Locate known words in text
IDYH	Find opportunities to teach and work with (c, t, l) sort letters by features
IDYW IDYH	Look for opportunities to teach words like: He can go is The me my

Reading Strategies:

YDIH YDIW	Gain more independence with self monitoring (SM) with meaning and known words & letters (initial)
IDYW IDYH	Crosscheck (CC) meaning with initial visual information
IDYW IDYH	TWAR - with ML, model how to use initial letters to predict expected word.
YDIH YDIW	Locate unknown words - expect to see
YDIH YDIW	Encourage re-reading for meaning

Writing Strategies

IDYW IDYH	teach task of clapping to hear word parts
IDYH YDIW	teach task of sound boxes (he already articulates)
IDYH YDIH	find opportunities to take words to fluency
IDYW IDYH	model linking for expected letter to sound representation

OUTCOME OF WEEK 3

Reading

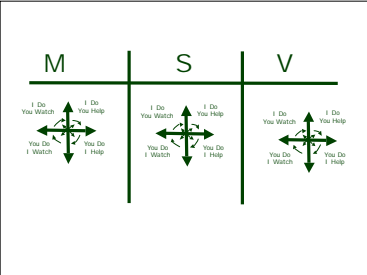
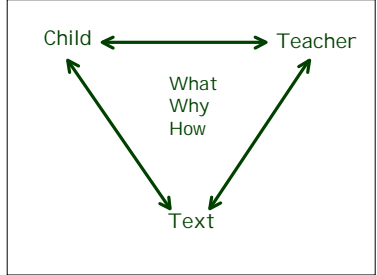
- Gained control of 1-1 matching - now reading W x W
- Continues to SM with known words
- Searching consistently for meaning
- Beginning to do some CC
- Starts word and checks picture

Writing

- Took on task of clapping, slow articulation, and pushing counters into sound boxes
- New writing vocabulary words: *zoo, the, my*

Making

Task of □ puts known words together quickly



HORACE

“No, Horace, you can’t come up,” said Dad.

No Horace | you can’t |
Come up | said Dad.

THE BIG KICK

“Here you are, Dad,” said Tom. “Here is the ball.”

Here you are | Dad said |
Tom | Here is the ball.