The search for solutions has no end.

Clay, LLDI, Part Two, p.208
1. Read your quote sheet (5 minutes)
2. Select one quote and reflect on the meaning of this quote for you and your work (3 minutes).
3. Read your quote and share your reflection with a partner. Each partner individual has 2.5 minutes to share. (5 minutes)
4. Debrief the process (2 minutes)

Adapted from the School Reform Initiative Protocol – Block Party  www.schoolreforminitiative.org
The child:

• *monitors* his own reading and writing
• *searches* for information at various levels
• *discovers* new things for himself
• *cross-checks* one source of information with another
• *repeats* as if to *confirm* his reading
• takes the initiative to *self-correct*
• uses flexible ways to *problem solve*
...the child is processing information about the code, picking it up from the page, working on it, putting it together with other things he knows, and making a decision.

Clay, LLDI, Part Two, p. 117
Effective & Efficient Processing

Description

Complex processing system that attends to various aspects of print and/or several different sources of information both visible and invisible which lead the reader to fast decisions regarding the print.
Effective & Efficient Processing

What We Know

You relate what you see and hear to things your already understand.

Clay, LLDI, Part Two, p. 102
Slowly, through success, the system builds greater capacity to solve the new challenges...

*Clay, LLDI, Part Two, p. 103*
“However, the generative process only operates when the reading is ‘good’, that is, successful enough to free attention to pick up new information at the point of problem-solving.”

Clay, BL, p. 328
Effective & Efficient Processing

Teacher’s Role

Reading Recovery teachers:

• find each learner’s starting point
• observe how children work on easy tasks when things go well
• respond to children’s initiatives,
• interact with children’s thinking,
• observe how children work on novel things,
• applaud what is correct in a partially correct response
• and identify strengths as ‘firm ground’ on which to build.

*Clay, LLDI, Part Two, p. 208*
Effective & Efficient Processing

**Teacher’s Role**

The learner’s starting point and observe:

- **Beginning of Lesson Series**
  - Observation Survey
  - Readable Text
  - Observation Survey Summary
  - Roaming Around the Known

- **Daily**
  - Running Record
  - Recorded Observations
Effective & Efficient Processing

Teacher’s Role

Respond to initiatives and interact with thinking:

• Capitalize on glimmers.
• Listen closely and with intent.
• Be sure to understand what the child says.
• Observe the meaning as talk builds.
“The teacher’s responses, prompts, reinforcing statements and actions are critical.”

Lyons, Pinnell & DeFord, Partners in Learning, p. 136
Effective & Efficient Processing

Teacher’s Role

Applaud what is correct in a partially correct response:

The puppy is going up the fence. __________

gate
“....we teach children how to do things so that they will forever extend their own competencies.”

Clay, COT, p. 24
“The teacher works mostly with reading and writing texts.”

Clay, LLDI, Part 1, p. 32
Teachers need to be tentative in their judgements and must easily and quickly change the emphases of the instruction in response to interactions with learners.

*Clay, LLDI, Part Two, p. 208*
Directional movement
Finding the words: one to one matching
Locating known words or letters in continuous text
Locating an unknown word
Ways to remember words

Clay, LLDI, Part Two, p. 105-107
Effective & Efficient Processing
First Steps to Strategic Activity

• Checking on oneself or self-monitoring
• Cross-checking information
• Searching for information of any type
• Self-correction

Clay, LLDI, Part Two, p. 208
“Attending to the situation and noticing when things are not quite right.”

Schwartz, 1997, Reading Teacher, p. 175
“Effective monitoring is a highly skilled process constructed over many years of reading.”

Clay, LLDI, Part Two, p.108
You may be able to self-monitor yet not be able to self-correct. However, you cannot self-correct without first self-monitoring.
“It is more important at this stage that the child come to check on his own behavior, more important than that he be required to use all the sources of information.”

Clay, LLDI, Part Two, p.108
“When teachers select task, texts, activities and outcomes they often limit opportunities for new insights to arise.”

*Clay, COT, p.34*
“Don’t alter the task in a way which makes the desired outcome more difficult to attain or which takes longer.”

Clay, COT, p.19
Teach for strategic activity:

- Monitoring
- Searching
- Cross-checking
- Self correcting
- Confirming
- Anticipating
- Linking
- Expanding knowledge
- Initiating
- Discovering
Provide ample opportunities to:

• read easy text,
• read and write a lot,
• and read and write a variety of material
Check yourself

“Some styles of teaching might facilitate learning consistent with becoming independent learners and some styles might impede such learning”

Clay, BL, p. 319
“Knowing... the pupil does leads to more significant teaching...”

*Clay, BDP, p. 105*
Teaching is essentially a matter of facilitating learning, and where that learning depends on communication, the same principles apply as in any successful conversation. The aim must be the collaborative construction of meaning, with negotiation to ensure that meanings are mutually understood.

Wells, 1986, p. 101
Effective & Efficient Processing

Putting It All Together

Teachers bear responsibility for creating opportunities for rich instructional interactions.

Clay, 1998
“...the observant teacher gathers information of what has been understood, and perhaps where the explanation lost the listener.”

Clay, 1998, BDP, p. 21
Final Thoughts

• “Children build on the working system that they have. Our job is to help them expand their working systems.”

• We have to shift their thinking from “what is the next word?” to “what is happening here?” “what is this story about?”
Children who struggle with literacy acquisition are not doomed for life, highly intensive early intervention can minimize the negative effects of socioeconomic, cultural or linguistic personal variables on learning outcomes.

Clay, 2001; Snow, Burns & Griffin, 1998
"We can, whenever and wherever we choose, educate all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do finally depends upon how we feel about the fact that we haven't thus far."

*Ron Edmonds, 1973*
Thank You,
Dr. Flo

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