Every Little Step You Take

2008 National Reading Recovery and K-6 Classroom Literacy Conference

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Electric Slide

- GRAPEVINE Right, TOUCH
- 1,2. Step to the right on RIGHT foot; Step LEFT foot behind Right foot;
- 3,4 Step to the right on RIGHT foot; Touch LEFT foot next to Right foot (clap)
- GRAPEVINE Left, TOUCH
- 5,6. Step to the left on LEFT foot; Step RIGHT foot behind Left foot;
- 7,8 Step to the left on LEFT foot; Touch RIGHT foot next to Left foot (clap)
- WALK BACK, TOUCH
- 9-11. Walk back stepping on RIGHT, LEFT, RIGHT
- 12. Touch LEFT foot next to Right foot (clap)
- STEP, TOUCH, STEP, TOUCH, STEP, TOUCH, STEP, TOUCH, STEP with 1/4 TURN, HOP
- 13,14 Step forward on LEFT foot; Touch RIGHT foot toe to Left heel (clap)
- 15,16 Step backward on RIGHT foot; Touch LEFT foot toe to Right toe (snap)
- 17,18 Step forward on LEFT foot; Touch RIGHT foot toe to Left heel (clap)
- 19,20 Step backward on RIGHT foot; Touch LEFT foot toe to Right toe (snap)
- 21,22 Step forward on LEFT foot turning 1/4 turn to your left; Hop

- BEGIN DANCE AGAIN
Electric Slide

• To the right
• To the left
• Back it up
• Knee dip it down
• Turn it out right
Cupid Shuffle

• To the right
• To the left
• Now Kick
• Now Walk it By Yourself
There must be times when the teacher stops teaching and becomes an observer…

Clay, LLDI, Part Two, p. 107
Reflect
Anastasia’s Processing

✓ Attending to certain things.
✓ Is impressed by arrangements of print.

Clay, COT, pp. 84-85
Reflect
Michaela’s Processing

✓ Attends to forms and patterns in print.
✓ Attempts some visual analysis of pictures, and print.
✓ Is impressed by arrangements of print signs.
✓ Writes odd letter forms and primitive text.
✓ Faces the first challenges of continuous texts in print.
✓ Tells the story that could be in the print.
✓ Matches a text to a page of a book.
✓ Has some concepts about print under control.

Clay, COT, pp. 84-85
Reflect
Carlos’ Early Processing

✓ Attends to shapes, size, position and pattern in print.
✓ Orients to print, knows where to start and where to move.
✓ Knows print gives a message.
✓ Can focus on and use first letter.
✓ Shows awareness that oral language relates closely to print.
✓ Attends in a focused way to the detail of print.
✓ Attempts some visual analysis of pictures, and print.
✓ Matches a text to a page of a book.
✓ Has some concepts about print under control.

Clay, COT, pp. 84-85
Reflect
Carlos’ Middle Processing

- Scanning print left to right.
- Shifts processing from one approach to another on words.
- Works with short phrases.
- Gathering more concepts about print, more letter knowledge…
- Integrates sources of information in print.
- What is read is processed quickly and is mostly correct.

Clay, COT, pp. 84-85
Reflect
Carlos’ Late Processing

✓ Increase in self-correction; notices gross discrepancies.
✓ Takes ownership for solving new words.
✓ Shifts processing from one approach to another on words.
✓ Integrates information from different knowledge sources: visual, phonological, meaning and structure information.
✓ Effective processing deals with chunks of information.
✓ What is read is processed quickly and is mostly correct.

Clay, COT, pp. 84-85
“...the pace at which you put it all together appears to be important.”

Clay, LLDI, Part One, p.2
“Effective processing should not be laboured, even when the reader is highly focused on problem-solving…”

Clay, COT, p.128
"The child is learning how to read because of the effective processing he does when he reads."

Clay, LLDI, Part One, p.41
The learner who is successfully solving reading problems builds a neural network system that can continue to expand.  

Clay, LLDI, Part Two
Four Types of Information in Print

Sense, Meaning
Does it make sense?

Visual Cues
Does that look right?

Letter-Sound Relationships

Sounds
Say it. What can you hear?
What would you expect to see?

Structure/Grammar
Can we say it that way?

Clay, LLDI, Part Two, p.112
Reflect
Fostering Problem-Solving

✓ Prompting constructive activity.
✓ Accepting the child’s initiatives.
✓ Accepting partially correct responses.
✓ Praising the way a child worked towards a solution.
✓ Revisiting the familiar.

Clay, LLDI, Part One, p.40
Reflect
Fostering Problem-Solving Writing

I am going to take a set my
Reflect

Fostering Problem-Solving
Accepting the Child’s Initiatives

Pete
Patch
T ig

Patch
sc
Pete

Pat
sc
Pete

Pete
<table>
<thead>
<tr>
<th>mouses</th>
<th>mice</th>
<th>T i g</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Reflect**

Fostering Problem-Solving

Praising the Way a Child Worked Towards a Solution

<table>
<thead>
<tr>
<th>p</th>
<th>pad</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>paddle</td>
<td>You solved the first part, can you do more?</td>
<td>WCYT?</td>
</tr>
</tbody>
</table>
Reflect
Fostering Problem-Solving
Revisiting the Familiar

Provide massive opportunities for the child to utilize known by reading familiar texts and writing extended stories.
My Mom like to go to the park with me. I like to play with my brother.
Suggest

“It is very important that the child understands what you are saying when you prompt him.”

Clay, LLDI, Part Two, p. 107
Suggest

KISS

Keep It Short and Simple

Clay, LLDI, Part Two
"Brewster, will you come to the point?"
Suggest

Keep the individual child in mind.
Consider

The massive opportunities available in roaming around the known.
Consider

Teaching at this early stage provides foundation for later progress.

*Clay, LLDI, Part Two, p. 31*
Consider

Consistency in working left to right.

Clay, LLDI, Part Two, p. 43
Consider

Read the book and think whether the language of the book fits the world, the plot, and the story it is presenting to the reader.

Clay, 2005, LLDI, Part Two
Consider

If the pictures or illustrations of the early levels do not match the story, the orientation to the story must ensure the child knows “what the story is about before he reads it.”

*Clay, 2005, LLDI, Part Two, p. 90*
Spring is here.
Baby Lamb is here.
Mother Sheep is here.

"Here I am, Baby Lamb."
Baby Lamb is up.
Baby Lamb is looking for milk.
"Baa-baa. Baa-baa."
Here is the milk.
Here is the milk for Baby Lamb.
Consider

Inviting retelling a part of the story.

Clay, LLDI, Part Two, p.33
Consider

Analyze reading behavior by asking:

What visual information do you think the child attended to?
What information came from prior experience stored in the child’s brain?

Clay, LLDI, Part Two, p.100
Consider

“Most words studied in isolation should emerge from, or prepare for, the current work going on elsewhere in the lessons.”

Clay, LLDI, Part Two, p. 139
Final Thoughts

Support every little step!
How to Contact Me

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