Roaming But Not Lost Around the Known
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“No matter how far the river flows it always bring some of itself…”

_African proverb_
Roaming Around the Known

Rationale

Starting with what a learner already knows enables control.

Clay, BDP
Roaming Around the Known

Rationale

Working with what the child already knows how to do nurtures cognitive, emotional and motivational factors in order to propel learning.

McNaughton, A Meeting of Minds
Roaming Around the Known
Preparation

• Observation Survey
• Observation Survey Summary
• Predictions of Progress
Roaming Around the Known
Preparation

“The Observation Survey will have shown up some of the things that the child can do…”

Clay, LLDI, Part One, p.34
Roaming Around the Known
Observation Survey Letter Identification

• Score = 47/54
• Confusions: c/s I/T f/j i/l p/q C/S
• Unknown: S H
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Observation Survey Ohio Word Test

- Score = 3/20
- and
- am
- yes
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Observation Survey HRSIW

• Score = 21/37
• Beginning and ending consonants
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Observation Survey Concepts About Print

• Score = 14/24
• Visual discrimination tasks
• Period and comma
• Bottom of picture
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Observation Survey Text Level Reading

- Bird Can Fly – Easy
- Hats – Instructional
- At the Zoo - Hard
Roaming Around the Known Observation Survey Summary

• Ways of finding
• Storing
• Filing
• Retrieving
• Linking or cross-referencing

Clay, OS, p. 123
Roaming Around the Known
Observation Survey Summary

Describing the processing!
When introduced to a simply constructed patterned text, Igey seems control the language. He uses this control to retrieve the message of the story and maintain one-to-one matching.
When challenged with an increased amount of text in narrative form, Igey relies on obtaining the message of the story from the pictures and mostly ignores errors. The strain of the increased text, seems to hamper his control of language and slows the pace of processing.
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Predictions of Progress

“and in the next few weeks he will need to know how to…”

*Clay, LLDI, Part One, p.31*
Roaming Around the Known
Predictions of Progress

“and in the next few weeks he will need to know how to consistently apply directional movement in order to search and monitor print.”
...and in the next few weeks he will need to know how to write known words without reversing letters in order to use his repertoire of known to search, monitor and link known to unknown to problem-solve when reading and writing.
Roaming Around the Known

Keynotes

• Confidence
• Ease
• Flexibility
• Discovery
Roaming Around the Known

Features

- Getting to Know You
- Observation
- Opportunities to Discover
- Mostly reading and writing texts
- Fluency
- Demonstration
- Release (from preconceived notions)
Roaming Around the Known
Getting to Know You
Getting to Know All About You
Roaming Around the Known

Observation

• Role of conversation
• Responding
• Recording
Roaming Around the Known
Role of Conversation

Observe
Listen
Tune Into
The teacher in conversation with the child creates opportunities for the child to talk, and to talk more.
Roaming Around the Known
Role of Conversation

The teacher in conversation with the child creates opportunities for the child to talk, and to talk more.
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Role of Conversation

“Good conversations with children will be good teaching exchanges…”

Clay, BDP, p 2
Roaming Around the Known
Role of Conversation

Let the children do the talking.”

Owocki & Goodman, 2002
Roaming Around the Known
Longest Utterance

• Listen to child’s use of language.
• Write down longest utterance.

Clay, LLDI, Part One, p.33
Roaming Around the Known
Responding and Recording

- Teaching relationship.
- Keep a diary of useful notes.
- Write down child’s longest utterance.
- Capture what he controls.
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Teaching Relationship

• Rich interactions
• Frequent opportunities

Clay, BDP
Roaming Around the Known
Teaching Relationship

• Share more of the tasks
• Repeat activities more often
• Intersperse reading and writing
• Create ingenious innovations

Clay, LLDI, Part One, p.33
Scale of Knowing

High Attention

New

Seen before

Worked with

Almost under control

Controlled with lapses

Controlled and correct

Controlled with almost no attention

Minimal Attention

Experience
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Keep a Daily Diary of Useful Notes

• Do not design or use a form.
• Specify responding.
• Put it in words.
• Watch and record new evidence.

*Clay, LLDI, Part One, p.33*
“If you give him your support and he succeeds then he begins to try again to use some of the old discarded strategic activities.”

Clay, LLDI, Part 1, p. 36
Roaming Around the Known
Mostly Reading and Writing Texts

Let’s talk about mostly!
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Mostly About Reading and Writing Texts

Use readable texts!
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Readable Texts

• a very easy story book
• a very simple story you have read to this child
• a simple book about an experience the child has had
• a simple story you write for the child keeping to his known vocabulary
• a simple text he has dictated.
“You cannot relay on a published sequence of material for these earliest lessons.”

*Clay, LLDI, Part One, p. 35*
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Mostly About Reading and Writing Texts

- You can read to the child.
- You can make some books.
- Aim to have the child feel in control.
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Fluency

“Get the responding fluent
And habituated but even at
this stage encourage flexibility…”

Clay, LLDI, Part One, p. 34
Roaming Around the Known

Fluency

“Praise him for his efforts.”

Clay, LLDI, Part One, p.34
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Fluency

“Show delight in everything he does, however minor.”

Clay, LLDI Part One, 34
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Demonstration

“Clear demonstration is more effective than talking…”

Clay, LLDI, Part Two, p. 33
P. David Pearson

- Kids are who they are
- Know what they know
- Bring what they bring
Roaming Around the Known
Teacher’s Role

✓ Observe
✓ Demonstrate
✓ Task-share
✓ Think
✓ Engage
✓ Encourage
✓ Relinquish

Clay, LLDI, Part One
Roaming Around the Known
Release
How to Obtain a Copy

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