Better Early Than Late
Teaching early, consistently, and persistently for a self-extending processing system

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RELATE WHAT YOU ALREADY CAN DO TO WHAT YOU WANT TO GET OUT OF THIS SESSION

WHAT DO I ALREADY KNOW?
WHAT EXPERIENCES HAVE I HAD?
WHAT ARE MY PARTIAL UNDERSTANDINGS?

WHAT CURRENTLY CHALLENGES ME THE MOST REGARDING LITERACY LESSONS FOR INDIVIDUAL CHILDREN?

WHAT WOULD A CHILD BE DOING THAT WOULD NOT BE CONSIDERED PROCESSING?

IS IT POSSIBLE TO HAVE A POOR PROCESSING SYSTEM?
Talk about the processing.

- Young constructive readers and writers work at solving sentences and messages by
  - Choosing between alternatives
  - Changing responses rapidly at any point
  - Attending to different kinds of knowledge as they are searching, selecting, rejecting, self-monitoring and self-correcting

  LLP1, p. 3

A great irony...

- “At first, there is a separation between children’s reading and spelling.
  - They often cannot read some words which they know how to spell and also fail to spell some words which they can read.”


An explanation....

- At first, the wholeness of the story text provides the child with support. He begins by generating a text to fit the story, the illustrations and the teacher’s introduction but not without attention to words.
- At first he detects errors of meaning or sentence structure by reference to his oral language system and when they occur he is expected to try to solve... - Clay, M. (1991), Becoming Literate.

How do we...

- Explain a “processing system”
- Recognize an individual processing system under construction and interact with it
- Create many chances for the child to search for and use multiple information sources from the very beginning and continuously throughout the lesson series
What is a good literacy system doing?

- Finding the pertinent information in print
- Using the information found in print with increasing fluency & efficiency
- Making decisions about that information

Processing Strategies....

- Perceiving
- Linking
- Decision making

Oral Language

“...teachers must remember that the child’s ultimate resource for learning to read and write is his spoken language.

New learning becomes linked with what he has already learned about language.”

- LLDFI Part One, page 2

Video: Father Bear goes fishing

- Purposeful use of oral language
  - Pitch (rise and fall)
  - Stress (emphasis)
  - Voice pauses (punctuation)
  - Sounds phrased

- Orchestration of meaning, structure, visible and invisible information systems within the flow of reading continuous text.
Working with several information sources involves....

- **Picking up information**
  Attending, noticing, being aware

- **Working with the information**
  Different kinds of information in a variety of contexts

- **Putting it all together**
  Multiple sources converge

Processing system for reading....

- Begins when the child is expected to compose and write a simple text

- First working system:
  - Expecting messages to exist in written form
  - Some information is visible in the print and layout
  - Some information is invisible


The act of writing is a cognitive process that involves....

- Comprehension of ideas
- Expressive (oral) language
- Mechanical skills

Learning to look at print

- The child must learn...
  - To notice some features of print
  - To follow rules about direction
  - To look at words in sequence
  - To attend to letters in a word left to right in sequence

  - Until the child attends to print in an organized way the teacher’s moves or questions or comments will confuse him. (LLP2 p3)
Better Early Than Late

Constructing A Processing System For Reading Continuous Text

Father Bear went down to the rocks river.

“Here I am,” said Father Bear.

“I am hungry home.”

An interactive theory

“I cannot assume that [all] children will construct the sources of knowledge about the arbitrary written code entirely alone;

Co-construction occurs during interaction with knowledgeable adults.

The adult must enlist the child’s attention and effort and provide helpful information in response to what the learner is able to do.”

Change Over Time, p. 102

Learning

“The operations carried out when we attend remember, link and recall information deliberately or (almost ) automatically, tend to be highly practiced. We solve puzzles.....

People manipulate information in different ways.”

Change Over Time, p. 128

We cannot teach the learner how to orchestrate this complexity...

We CAN interact with the child who is trying to construct a reading processing system; we can point up relevant information....

If we do not understand literacy processing, prompting (and teaching) will be hit or miss.

Change Over Time, p. 128
Invisible Information

- Listen to how the reading sounds; how the child puts words together
- The delivery (oral reading) reflects reader's interpretation of the meaning
- **Sammy at the farm**
  - *Sammy saw a horse butt / (but)*
  - *The horse didn't see Sammy.*

What is the processing issue?

- Father Bear, is Baby Bear with you?

- Billy, hit the ball like Jack,” said Dad.

Recognizing a processing system under construction

- Begins to seek more information
  - (re-reads, tries again, asks for help)

- **Begins to detect errors** because of what he is learning about the visual forms of print and their relationship to the sounds of his spoken language.


Teaching is...

- Taking advantage of learning opportunities
  - Interacting with partially correct responses

- Interacting to influence improved choices

- Altering the interaction depending on the difficulty or newness of the task

- Working along a sliding scale of least to most help
  - *COT p. 98*
Roaming Around The Known

- Time to teach the brain...
  - to be aware of things stored; to call up useful strategic actions
  - to practice accessing and using that knowledge
  - to gear up to actively using my eyes, my ears, and my thinking. (LLP1, p 33)

Saying & doing are intertwined with looking & doing.

- Reading and writing requires one to pull together different kinds of knowledge simultaneously.
- In the beginning this is a challenge.
- An observant teacher knows how and when to help the child achieve the necessary coordination.

How well are we using the first ten lessons?

- Child confident
- Solid working relationship
- Child is active, engaged, initiating...
- 20–30+ books read easily, quickly, with eyes on print
- Child wants to write
- Passive learner now active

Early attention directed toward print (Known WV – No)
- Linking reading & writing with oral language
- Can you put a zichen (hen) in a hat? No!
- Can you put a p— (Told) possum in a zar (Jar)? No!
The child needs a reason to attend to novel features of print before he can develop a strategy for picking up visual information and using it to solve new challenges.

(BL 331)

“You relate what you hear or see to things you already understand.” (LLP2, p.102)

Vision is not a one way street from the eyes to the brain. (p. 100)

Brain Functions

Ask yourself two questions when you hear a child substitute a word he knows for a word in the book:

1. What visual information do you think he attended to?
2. What information came from prior experiences stored in his brain? (LLP2, p. 100)

After working out the visual information (sound analysis), reread to pull all systems together (Semantic, syntactic, visual.)
Consider how the child might be using visible and invisible information sources as s/he:

- Picks up information
- Works with it (linking, trying it out)
- Decides what to do with it
Four or five times in a lesson the learner has to pull together all the bits and pieces he knows to read simple stories carefully chosen by the teacher and to write simple messages that he has composed with her help.

Story with oral language
- Invite, entice the child into a partial reconstruction or conversation around a carefully selected story as lead into shared/interactive writing.

Link hearing with movement
- LLP2 p. 33 Example – Kevin
- Clapping syllables heard
- Using Elkonin boxes for sound analysis

Attention is on assembling the message from the word level up (most of the time).

Focus is more on the assembling processes than on the breaking down processes.

Seriously important outcomes can be expected and observed...
- Is the child monitoring?
- Is the child self-correcting; checking even before manipulating some of the pieces?
- Did the child change the level of her attention
  - Sentence
  - Phrase
  - Word or part
  - Letter or feature
In what parts did the child work with speed, fluency and accuracy?

When did she have to slow down?

What part of the processing needed extra attention?

“Baby bear thinks about honey all the time.
Honey/SC (spoken & written words) likes/SC/R really/SC/R likes honey .

C: I forgot what goes here.
T: thinks

This is not an optional extra put in to keep the child amused.

It says to the child: ‘Get your act together. Think of everything at once, and get it all sequenced as quickly as you can.’

Interrelationships of three language activities become obvious to children as they learn about:

- One-to-one correspondence (spoken & written words)
- Direction
- Checking
- Monitoring
- Self-correcting
- Breaking oral language into segments

LLF2 p. 821–82
What do proficient readers do while reading?

- Build complex reading processes from the beginning stages of learning to read
- Take multiple routes to problem solving
- Change direction when selected route fails
- Maintain focus on meaning

Processing System

Example A
- Processing System Under Construction
- Slow working, linking and deciding
- Attention given to:
  - Learning how to pick up information
  - Learning how to link information
  - Learning how to check information

Example B
- Processing System Is Available
- Rapid processing
- Attention given to:
  - Rapid parallel processing
  - If teachers want to see the rapid recognition (B) they have to help the learner to build the working system (A).

Processing Systems

- With opportunities to problem solve text
- Effortful processing (A) gives way to fast recognition (B)
- The slower working system for solving (A) remains available for new and unexpected challenges.

Keep in mind....

- Many different kinds of knowledge interact with each other early and begin to converge
- As each new feature of the code is noticed the child is enabled to notice more of the code.
  - [Can you put a lollipop in your... (that looks like that one)]
- It takes longer to assemble the first pieces of a puzzle; the more complete the puzzle, the quicker you can place the last pieces. LLP2 34
**Change Over Time**

**Continuum of Control**

*Teacher judges a word read or written or a process under construction to be:*

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*Change Over Time, p. 123 and p 175*

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**Do you have a bias?**

Highly successful teachers appeared to have a bias toward prompting for text-level strategies; however, they did not neglect the use of visual information or attention to words. They help children analyze words using larger “chunks” of information in addition to letter–sound correspondence.

Teachers with lower student outcomes tended to focus more on letters and words and less on text-level strategies. They attended to letter–sound correspondence often; yet they did not appear to work toward helping the child use word analysis “on the run” while reading continuous text.

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- When teacher is the authority, learning is blocked
- Prompting at too low or too high a level will draw child’s attention away from problem to be solved
- Goal: To facilitate the child’s system that is currently under construction...

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There is a critical difference between helping a child somehow get a particular answer and helping a child gain a conceptual understanding from which answers to similar questions can be constructed at a future time.

*Cazden, 1988*
“...there is evidence to suggest that if we actively support partial correctness rather than negate it as wrong, learning will proceed at a faster rate.

It takes a well-trained person who knows a great deal about possible routes to success to be able to effectively support partial responding in reading.”

_Becoming Literate: The construction of inner control_, p. 217

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**Teacher Decision Making**

- **When to teach (interact and prompt)**
  - Where child seems to be trying, thinking, working

- **What to teach**
  - Set goals; update predications of progress; record what you did & child’s processing (strategic) responses

- **How to teach**
  - Along a scale of help (show, tell, help, prompt, wait)

- **Why to teach it**
  - Children need many, many chances to practice and experience successfully operating a processing system that can sustain continued learning

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**Teacher's response**

- Focus on what action or non-action will cause lift in processing system

- Observe and respond to the processing system currently under construction
  - Partially correct
  - Where child is attending, trying, asking for help

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**If the system is developing....**

- The _reader_ can draw from
  - current understanding,
  - oral language competencies,
  - visual information,
  - phonological information and knowledge of printing conventions,
- **in ways which extend both the searching and linking processes as well as the item knowledge repertoires.**

And in the end it is the individual adaptation made by the expert teacher to that child’s idiosyncratic competencies that starts him/her on the upward climb to effective literacy performances.