

Ohio Literacy Conference for K-3rd Grade Teachers

December 8, 2011 - December 9, 2011

C-1 Catching Readers Before They Fall (Gr. K-3)

Pat Johnson

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“Literacy is inseparable from opportunity, and opportunity is inseparable from freedom. The freedom promised by literacy is both freedom from - from ignorance, oppression, poverty - and freedom to - to do new things, to make choices, to learn.”

**Koichiro Matsuura
Former Director General
UNESCO**

“People who, for one reason or another misapprehended the reading process and have not put a reading system together that adds up to meaning; these are struggling readers.”

Randy Bomer and Katherine Bomer, For a Better World: Reading and Writing for Social Action, Heinemann, 2001

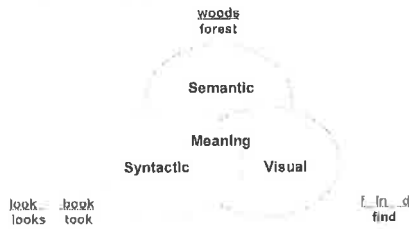
Reading Process \neq Sound it out
Sight Vocabulary

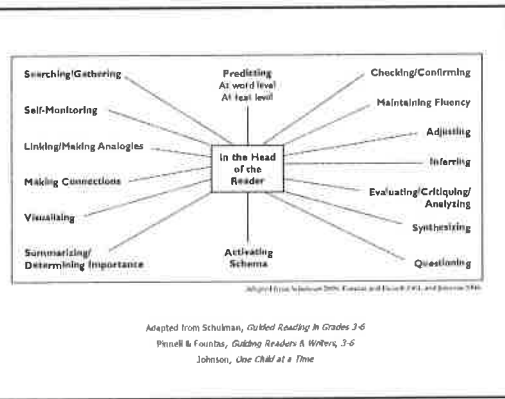
Reading = Meaning Making
Comprehension
Thinking

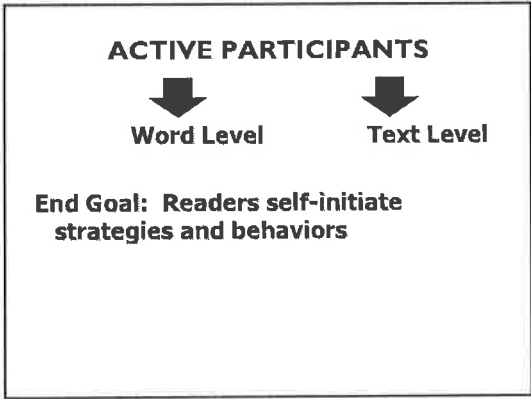
**How do readers process texts?
How do readers solve words and make meaning of print?**

- By using sources of information
- By using their repertoire of in-the-head strategies

Sources of Information:







| Teaching Items | Teaching Strategies |
|---|---|
| Consonants Vowels Blends Digraphs Word families Sight words Silent letters Contractions Prefixes, suffixes Compounds words <i>Many children (80%) will form a network of strategies no matter what program/method/philosophy is used.</i> | Searching & Gathering Predicting Linking Cross-checking Confirming Self-monitoring Visualizing Questioning Inferring Monitoring fluency <i>Struggling readers (20%) will have trouble constructing a network of strategies unless you teach FOR strategies.</i> |

- Interconnected
- Overlapping
- Self-initiated
- Flexible
- Fluent

"...the teacher's job is not delivering knowledge, but arranging for the problem to be manageable, sustaining the child's problem-solving attempts emphasizing flexibility."

...the child is the active protagonist who generates strategies and solves problems."

Peter Johnston
"Revolutionary Contributions"
The Journal of Reading Recovery, Fall, 2007

Simple vs. complex theory of reading

Item/skill based theory – collection of items to be taught in some particular sequence

vs.

Reading process theory – network of strategies that a reader constructs for himself.

Framework Steps
Pat Johnson

- Here's what
- So What
- Now What
- Then What

FRAMEWORK STEPS
I. Here's What – The Investigative Stage

Find out what the child:

- > Can do
- > Can almost do
- > Cannot do

What does the child do when he is stuck?

- Predict
- Search
- Self-Monitor
- Active or Passive
- Flexible
- Use multiple attempts
- Fluent in his problem-solving

Framework Steps
II. So What - The Reflective Stage

- Juxtapose your findings against what a proficient reader does
- Proficient readers use sources of information
- Proficient readers use strategies to solve words and understand text
- Decide what this child needs to learn next

Making a plan:

- Write It down
- ✓ Extra work is needed on....
- ✓ I will pay specific attention to....
- ✓ In the next few weeks, I will....
- ✓ After focusing my attention on _____, he will be able to _____

Framework Steps

III. Now What – The Teaching Stage

Explicit modeling and gradual release of responsibility

- ❖ Modeling
- ❖ Scaffolding
- ❖ Prompting
- ❖ Backing off
- ❖ Reinforcing

Explicit Modeling and Gradual Release of Responsibility

| | | | | | | |
|-----------|---|----------|---|--------|---|---------|
| 1 | → | 2 | → | 3 | → | 4 |
| I do | | I do | | You do | | You do |
| You watch | | You help | | I help | | I watch |

Wilhelm, Baker, Dube
Strategic Reading
Helmann, 2001

| | |
|--|--|
| Dorn & Soffos <i>Shaping Literate Minds</i> | Regie Roulman <i>Reading Essentials</i> |
| Modeling | Demonstration |
| Coaching | Shared Demonstration |
| Scaffolding | Guided Practice |
| Fading | Independent Practice |
| Pat Johnson <i>One Child at a Time</i> | Founlas & Pinnell <i>Guiding Readers & Writers, 3-5</i> |
| Modeling | Show |
| Scaffolding | Support |
| Prompting | Prompt |
| Backing Off | Reinforce |
| Reinforcing | Observe |

Responsive teaching = weaving up and down these teaching actions based on what the child is doing.


The teaching is future oriented during modeling.


The child is imitative at first.

Adapted from Lyons; Sharp & Gallimore

Framework Steps
IV. Then What – Observation Stage

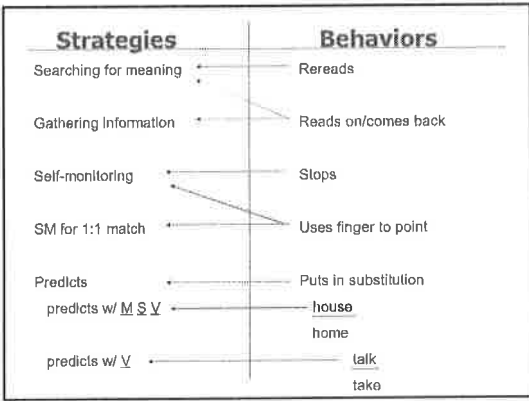
Did the child take on the strategy or strategic behavior that you have been working on?

If yes  Reinforce, praise, name

If no  Repeat modeling, supporting, prompting

The 'then what' stage cycles back to the 'here's what' stage.

Strategies vs. Items
 Strategies vs. Teaching Tools
 Strategies vs. Behaviors



Baby Bear went into the woods with
 Papa / ff/SC Bear.
 Father

Slow Processing

Baby Bear went into the woods with
Pa | SC _ Bear.
Father

Quick Processing

Slow processing is necessary for problem solving when the strategies in the system are newly acquired. More and more practice will get it going faster.

We want that system to get *bigger, better, faster, more efficient, automatic!*

How do we get a child to be active?

- Use visual scaffolds
- Give wait time for problem solving
- Accept partially correct as "good stuff."
- Scaffold, don't rescue (Terry Thompson)
- Understand heavy and light prompts
- Tune in to the emotional aspect of learning

1. Use the picture

2. Think about the story

3. Go back and reread

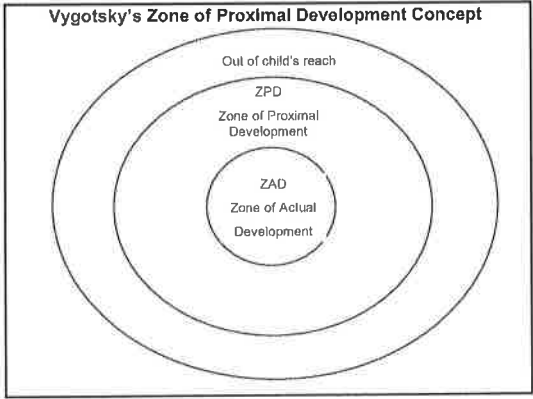
4. Check the last letter and get your mouth ready like another word you know that starts the that

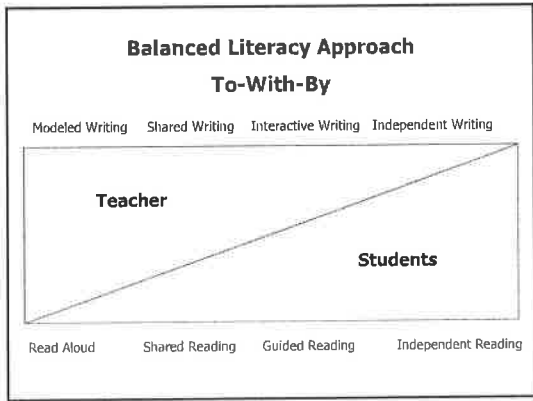
Successful problem-solving confirms the strategies by which it was carried out, as well as the decisions made. *It is self-congratulatory.*

Marie Clay
Change Over Time, p. 204

"Are you scaffolding or rescuing?"

Terry Thompson
Choice Literacy Article
www.choiceliteracy.com
January 30, 2010





- Shared Demonstrations basically means "doing it together."**
- Big Books
 - Poems on charts
 - Morning Message
 - Community Writing (Shared or Interactive)
 - Lifted text on overhead projector/SMART board
 - Interactive Read Alouds

What do shared demonstrations look like (at the K-2 level) when teaching the earliest reading strategies? I will give examples for:

- Using a balance of the sources of information
- Checking and confirming
- Maintaining fluency

Balancing the sources of information:

- Use a familiar Big Book and change a word
- Leave a blank in a Morning Message
- Teach what the symbols on the strategy card mean

Checking and confirming:

- While writing in front of students, teach *rereading* before writing your next word.
- While writing or reading, teach *running your finger under* a word to see if it looks right.
- Use the words – first, last, beginning/end of a word

Checking and confirming:

- During Shared Reading, *reread* to make it "sound right" (punctuation, bolded, etc.)
- Use "does that make sense?" at other times.

Shared Demonstrations for Fluency:

- Notice punctuation and other conventions when doing Shared Reading in Big Books or on charts.
- Put lifted text on the overhead projector from your read aloud text.
- Group words in a pocket chart.

Fluency prompts when doing any shared reading together:

- Did you sound smooth or choppy?
- Go back and put it all together.
- Make it sound like real talking.

What do shared demonstrations look like when teaching the comprehension strategies?
I will show lessons useful in grades 2-4:

- Fluency
- Visualizing
- Summarizing

Teaching for Visualizing

- Read a passage on the overhead and do a think aloud; then try one with them.
- Cover a picture book with brown paper and have students draw a picture for the beginning, middle, and end of the story.
- Use poetry on the overhead and have students work with partners.

Its echoes,
Its aching stairs,
Its doors gone stiff
At the hinges

Remind us of its
Owners, who
Grew old, who
Died, but

Who are still
Here: leaning
In the closet like
That curtain rod,

Sleeping on the cellar
Shelf like this
Empty
Jelly jar.

By
Felice Holman

Whirring as wound wires whir
Glistened green and brightened
blur.
Bird a flower dreamed upon.
A moment fanning, and then
gone.

Visualizing continued

- Send students on a search of their own chapter books for passages that they feel give the reader a great image in their minds.
- Have students draw the setting of their book using evidence from the text.
- With non-fiction – have students draw what they know before the read aloud book; later have them draw a second picture with the new information they've gained.

Three things we do when summarizing:

- Delete
- Keep important things
- Put in your own words/substituting

Think aloud as you do these things:

- Cross out extra words
- Circle important words and phrases
- Write in the margins

Think about:

- Am I spending enough time with Shared Demonstrations?
- Am I looking for which kids need more "do it together with me" time?
- What is it that these struggling readers need?
- When planning my instruction, how can I think more about teaching *for* reading process?

Although we may not yet have definitive descriptions of all the strategic activities or operations that are acquired in early literacy this kind of shift in our thinking is happening.

M. Clay
Literacy Lessons, Part I, p. 13
Heineman, 2005

A shift in our thinking...

Summary of our work today:

- Reading process and what it means for struggling readers
- Explicit modeling and gradual release
- Getting kids to *be active* from the start
- Framework for observing, planning and teaching struggling readers
- Slow vs. quick processing
- Distinguishing strategies from items, behaviors, and teaching tools
- Teaching *for* reading strategies; getting students to take on early SM, checking and confirming, searching and gathering
- Lessons about visualizing and summarizing

Each participant will give his/her *last* word:

- Mention one thing that you are walking away with from today's workshop

OR

- Tell about one thing that you plan to work on or bring to your classroom practice next school year.

List of Related Citations

Building Strong Readers with On-going Assessment

Presented by Staff Development for Educators (SDE), Pat Johnson, Literacy Consultant

Clay, Marie M. 2001. *Change Over Time in Children's Literacy Development*. Portsmouth, NH: Heinemann.

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Fountas, I. C., and G. S. Pinnell 1996. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.

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Johnston, P. 2000. *Running Records: A Self-Tutoring Guide*. Portland, ME: Stenhouse.

Mooney, M. E. 1990. *Reading to, with and by Children*. Katonah, NY: Richard C. Owen.