"Reading the new book (the last task in the lesson) provides different opportunities."

- For the child:
  - daily practice in attempting to read new material
  - use any strategic activity he can to read novel texts

- For the teacher:
  - to choose text carefully
  - to suit this child at this time
  - help the child to recognise what he already knows
  - to introduce new features of printed English
  - to actively support any tentative efforts to problem solve

"... research indicates that the social setting is an important factor in literacy learning."
• "From hundreds of books now available the highly trained teacher will select one that the particular child will want to read, can relate to some personal knowledge, will succeed with and enjoy will use to establish new competencies."

• "When the language and ideas of texts are predictable from what children already know about meaning and oral language they can give more attention to learning about the features of the print itself." (p.194)

• "He will understand what he reads if it refers to things he knows about, or has read about previously, so that he is familiar with the topic, the vocabulary or the story itself." (p.335)

The Reading Recovery Teacher MUST:
• Know the books (p.89)
• Know the child (p.90)
  - interests
  - experiences
  - competencies
• Ensure success (p.89)
• Eliminate unnecessary talk (p.87)
• NOT over-emphasize accuracy

Read through the text with your student in mind, thinking:
• He’ll get this because…
• I’ll set this up through…
• I’ll leave this as an opportunity to solve by…
• I’ll be prepared to participate by…
  - prompting
  - giving information
  - modeling
  - telling

Preparation and Planning

<table>
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<tr>
<th>Stage</th>
<th>Level</th>
<th>Roll 11</th>
<th>Roll 12</th>
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**Book Orientation**

- **Orientation**
  - Dr. Clay’s definition
  - Dictionary definition
  - "Orientation (by the child) means the aligning of oneself or one’s ideas to the surroundings or circumstances."
  - "Introductory session
  - Positioning
  - Direction of development
  - Process of becoming accustomed
  - Reaction to stimulus"

**Becoming Literate: The Construction of Inner Control**

- "As the child approaches a new text he is entitled to an introduction so that when he reads, the gist of the whole or partly revealed story can provide some guide for a fluent reading."

**Literacy Lessons Designed for Individuals, Part Two**

- "Descriptions of ‘a picture walk’ in the literature of early literacy do not provide a suitable substitute for the introduction described above. In Reading Recovery lessons the task must be fine-tuned by the teacher to increase the competencies of the particular child."

**Literacy Lessons Designed for Individuals, Part One**

- "Sharing the orientation to the new book:
  - Child
  - Teacher
  - Learns how to and what to attend to
  - Contributes more
  - Does a great deal for himself
  - Models the task
  - Observes and adjusts
  - Continues to supplement as necessary"
The child must become an active participant:

- Participate in the conversation and eventually initiate the conversation
- Make multiple predictions
  - Use picture cues beyond the literal level of interpretation
- Make inferences
- Become involved with the story (at whatever level he can)

Plot vs. story:

<table>
<thead>
<tr>
<th>Plot</th>
<th>Story</th>
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<tbody>
<tr>
<td>a series of events</td>
<td>a series of events recorded in their chronological order.</td>
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<tr>
<td>deliberately arranged so as to reveal their dramatic, thematic, and emotional significance</td>
<td>example: The king died and then the queen died.</td>
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<tr>
<td>developed in order to create a better story</td>
<td>example: The king died and then the queen died of grief.</td>
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Language structures:

- Standard English conversation
  - Verb tenses, prepositions, pronouns
  - Phrases that may be confusing (have to, used to)
- Literary language structures
  - Once upon a time
  - Has gone
  - Has no
  - Brown Mouse said to White Mouse
  - She cried, replied, called

"Children who have been read to a great deal will already know, in some way, that the language of books is different from the language that they speak. They will be developing 'an ear' for bookish or literary forms of language."

"For a child who has made great progress and who is near the end of his supplementary early intervention you could vary the book introduction according to the child's needs. Occasionally you might say, 'I want you to look quickly at the pictures and tell me what you think the story will be about. Then you can try to read it all by yourself. I will only help if you really need my help.' However a lift in book level will lead to the need for some introduction by the teacher."
"Once the child has constructed 'a reading process', he can be challenged by novel text that has not been introduced (unseen). Because the Reading Recovery teacher is lifting the level of challenge in a book across the entire lesson series there are probably few opportunities for the child to 'preview the book on his own'. However, this may be something that his teacher expects him to do back in the classroom and, in that case, it would be necessary to prepare the child for that in some way before his lessons end."

"Teachers provide important support for young readers through a repertoire of interactional behaviors that help to weave meaning around the literacy event."

"Meaning is the most important source of information. It is a source which lies outside the text in the sense that it depends upon what the reader is able to bring to the text." p.292

"In fact I regard meaning as the 'given' in all reading—the source of anticipation, the guide to being on track, and the outcome and reward of the effort. P.1

"The reader: brings prior knowledge to the text; carries out reading work in order to make sense of what he is reading; and uses meaning as his ultimate check that all is well."
"The teacher actively supports any tentative efforts to solve new problems." (p.88)

"Prepared by the teacher’s introduction the child reads the new material as independently as possible." (p.92)

Aim: to improve processing to extend the processing system

(p.94) Give thoughtful attention...  
Most teacher help  
Less teacher help and more child work  
Least teacher help  

(p.95) Perhaps the teacher blocked...  

Insure that monitoring gets underway early  
With the story as the goal:  
monitor meaning  
I’m confused  
I don’t understand  
I’m not sure that makes sense  
monitor structure  
think about the way people talk  
monitor visual (change over time)  
the real story, the one the author wrote  

"If the child is to move into higher-level texts then the teacher must recognize that the reader will need to have many different ways to approach the text. She must encourage him to be flexible, and to try a variety of approaches. She must pay particular attention to what she thinks would have the greatest payoff.”
The teacher tries not to dismember the text reading task, and not to destroy existing effective response systems. He or she is constantly thinking about the quickest way to move the child on with the fewest teaching moves, the least explanation, and an economic use of examples."

"What I am interested in is a gradual increase in effective processing strategies, so I ask teachers to think about what the child does when meaningfulness does not match with word form and to interact or teach at these points. But why? To develop the child’s strategies for working independently with text, to increase the child’s processing power, not to get the response correct."

"(In this book a strategy cannot be seen—it is some activity ‘in the head,’ a move directed by the child during reading work to problem-solve a section of text and it belongs to an orchestrated set of strategies needed in literacy activities.)"

"In reading we sometimes consciously search for a word or a meaning or a correction but most of the time our active search is a fast reaction in our brain that appears to be automatic and is rarely conscious. I use the words strategic activities to describe this fast brainwork. The term refers to electrical impulses that race around the neural networks as we read, without consciously directing them.”

"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.”
• No specification of sequence
• "It is probably implicit in the idea of a dynamic network of strategies that we are unlikely to ever have a sequenced specification for teaching acquisition strategies. The complex outcome could presumably be built up in many different ways."

• "The child is not being taught a list of items but learns to select from several ways of problem-solving, to work effectively with the written language code."

Emphasize flexibility in problem solving:
• -with attempts made
• -with sounds in word solving
• -with analogy in word solving
• -with taking words apart
• -with predictions
• -with language structures

"According to Clay (1985), what teachers notice is a powerful influence on children; that is, children attend to what teachers attend to."

• "A theory emerges which hypothesizes that out of early reading and writing experiences the young learner creates a network of competencies which power subsequent independent literacy learning. It is a theory of generic learning, that is, learning which generates further learning."

Insure that it is the work that the teacher praises:
• -praise the work no matter the outcome
• -acknowledge multiple attempts
• -notice and name problem solving behaviors
• -acknowledge partially correct responses
• -praise independence and initiating
• -accept any reasonable attempt as valuable
• -give no tells – demonstrate or share the task
Change Over Time in Children's Literacy Development, p.220

"Even when an incorrect response is given, the teacher can indicate that 'I think you went so well on that but there's another thing to notice.'"

The teacher must:

• Be aware of the child's strengths
• Provide opportunities for the student to gain experience
• Continue to build on his competencies
• not to read "this book," but to read any book.

Becoming Literate: The Construction of Inner Control, p.291

• .....once the child has read the new word aloud two or three times, its phonological identity is available to him for closer analysis.

• There is evidence to suggest that rather than knowledge about letters and sounds always preceding learning to read, the reverse can occur.

Beginning to Read: Thinking and Learning about Print, Marilyn Jager Adams, p.51

• "For the purposes of reading or writing, however, children must pay attention to these units. They must push their attention down from the level of comprehension at which it normally works. Not surprisingly, the deeper into the system they must push, the harder it is for them to do."

Beginning to Read: Thinking and Learning about Print, Marilyn Jager Adams, p.51

• "In speaking and listening, our attention is focused on the task of comprehending the task of making sense out of the collective, ordered stream of words. To focus instead on each individual word, syllable, or phoneme is counterproductive."

Reviewing the Story
• "Good questions give the message that the whole story was the point of the activity, and it lets the teacher know what the child has attended to and understood."