

EXPLORING SELF-MONITORING AND SELF-CORRECTION IN WRITING

6 experienced Reading Recovery teachers

1 child each

2 consecutive lessons at 4 points in time, from late March to late May

40 videotapes collected and analyzed

- Conversation before writing
- Composing the message
- Recording the message
- Reading the written message
- Cut-up story assembly

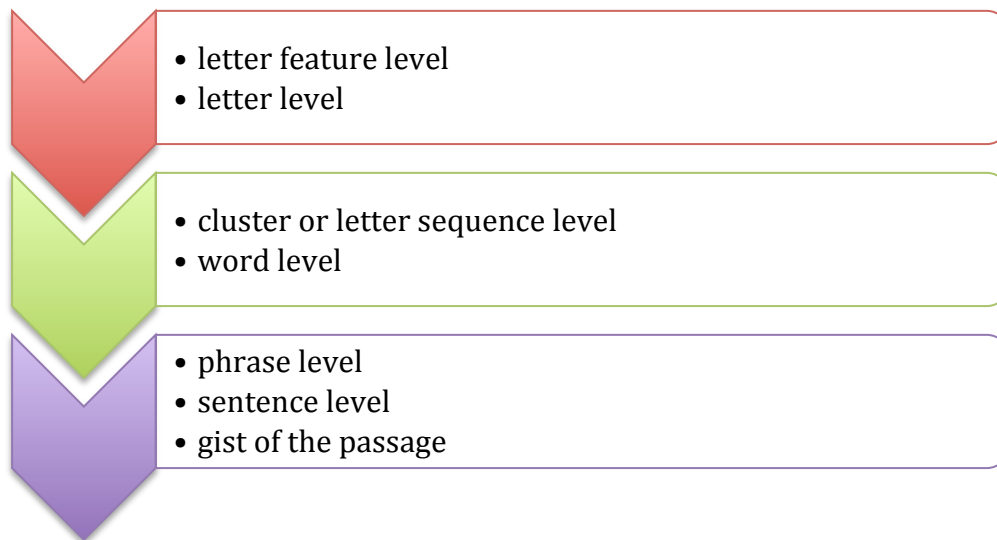


Today's session involves these data.

146 overt self-monitoring behaviors captured

From Literacy Lessons Designed for Individuals Part Two: Teaching Procedures

“Most theorists assume that the brain is working on several levels as we read and write. If required you can deliberately give your attention to any level in this hierarchy:”



“When the learner has massive opportunities to read and write continuous texts successfully, he will be operating effectively on all the levels listed above.”

“Effective processing on all levels also occurs when the child is *writing* down the messages that he composed orally.”

(Clay, *Literacy Lessons Designed for Individuals Part Two*, p. 126)

Violet's message: Today is my lucky day because I get a toy from my mentor, and tomorrow is my b-day.

Violet silently writes: *Today is my*

Violet: Lucky (moves her hand up to the working page as if to try writing "lucky")

Teacher: You want a box for it?

Violet: Uh...sure.

Teacher: (draws a box for each letter) It will show you how many letters are in it. Lucky.

Violet: /l/ (says the sound as she writes 'l', then moves to the next box) O.

Teacher: /u/ like up

Violet: U. (writes 'u' then moves to the next box) /k/

Violet and teacher speaking at the same time:

Teacher: Two letters.

Violet: Is it a C or a K?

Teacher: Both.

Violet: CK?!

Teacher: Yep.

Violet writes 'ck' in the boxes.

Violet: /ē/ E. Is it E?

Teacher: What do you think is going to *look* right?

Violet: Y.

Teacher: You're right.

Violet puts 'y' in the last box, then writes "lucky" in her story.

Violet: (looking at what she has written so far) Today I'm writing nice!

Teacher: You always write nicely.

Violet: I know.

Violet: Do I put "lucky day" together?

Teacher: No, two words.

Violet writes "day" in her story.

Landon independently writes I w to
went

(explaining to teacher) I just did “I W went”—I mean “to”

Landon: I need tape.

Landon puts the tape over “wet” and writes “went”

Landon: (reads in a whisper) I went to

Okay, so let's put a period because that sounds like a lot. Then instead of saying and it was fun, could you just say It was fun?

Teacher: Okay.

Teacher finishes writing the story: *whole bunch of other stuff*. (putting a period to end the sentence)

Without comment, Landon turns the teacher's period into an exclamation point.

Keegan- What pattern do you find as he is composing his message? What might this indicate?

Note: Italics indicate the message he said he wanted to write

Today I am getting a headband from the Boosterthon

Keegan: Do you even know how to write Boosterthon?

Someone threw up on the roller coaster at Eureka Park.

Keegan: You should help me with throw up (anticipating it as one word).

Keegan: You need to help me with roller coaster.

When recording the message, the teacher drew boxes for 'roller' and this interaction followed--

Keegan: You said you'd help me with that.

Teacher: Yes, and this is how I'm helping you.

I saw a big red scorpion in the bathroom today.

Keegan: And you can help me with scorpion? and big? Um, not big, wait...

I made that boxer run as fast as Kidflash.

Keegan: You can help me with Kidflash (pause) and boxer too.

When Keegan got to the word "boxer" in his story, he wrote 'box' then said, "You said you'd help me with boxer."

Keegan is telling his teacher about how to make an asteroid as the conversation blossoms into an idea for writing.

Keegan: "You need goggles, gloves—Wait, let's write about it today! And you might need to help me with gloves."

Keegan: (composing message from his idea) I am excited—no—I am *happy* that I got a camera.