

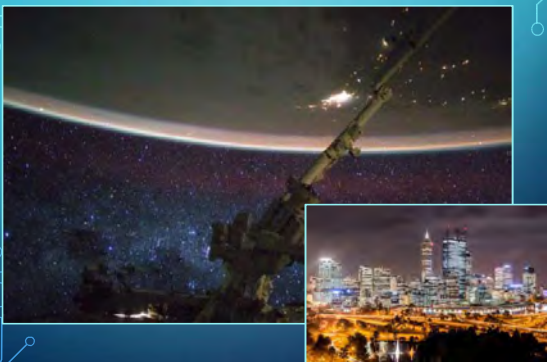
Supports and Challenges in Text at Higher Levels



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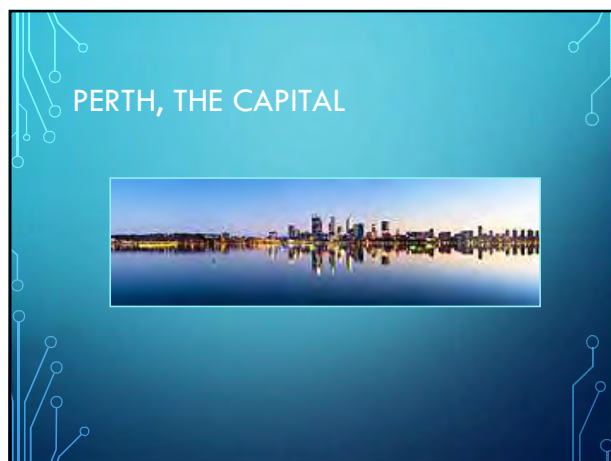
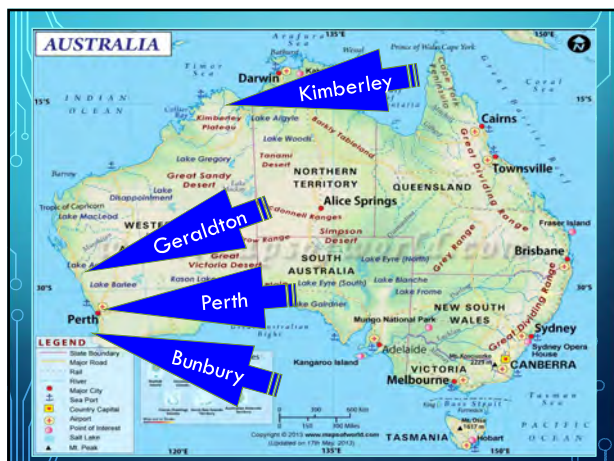
What are the linguistic variables that challenge and support a reader to have successful interactions with texts at higher levels?

PERTH, WESTERN AUSTRALIA



WESTERN AUSTRALIA, A THIRD OF THE
CONTINENT OF AUSTRALIA



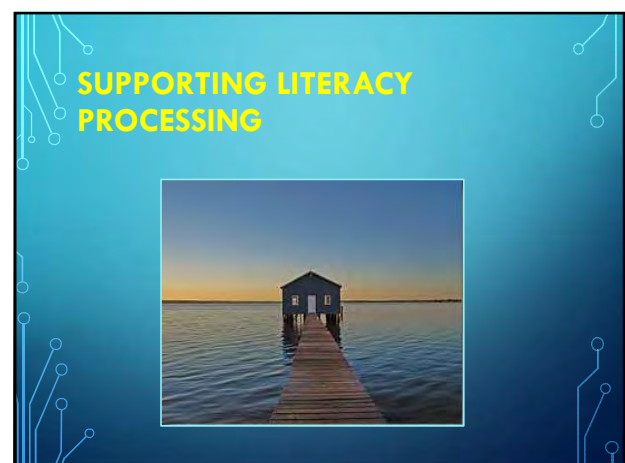




Texts: Support and Challenge in Text at Higher Levels



What are the linguistic variables that challenge and support a reader to have successful interactions with texts at higher levels?



THE READER MUST BUILD TOWARDS A SELF-EXTENDING SYSTEM

Children become more independent if

- Early behaviours are appropriate, secure, fast and habituated; and
- Children learn to: monitor; search for information; check one kind of information with another; repeat as if to confirm; correct themselves; and solve new words through their own strategic activity

(Literacy Lessons Designed for Individuals Part Two, p. 114)

THE READER MUST BUILD TOWARDS A SELF-EXTENDING SYSTEM

By some intricate process of connecting up and integrating the elaborate networks of several strategic activities children increase their speed of processing.

(Literacy Lessons Designed for Individuals Part Two, p. 114)

BEYOND THESE SIMPLE OPERATIONS

As the child reaches out to more complex texts and writes longer and more involved stories these operations must be used with increasing speed and fluency:

- on longer stretches of meaning
- on less predictable texts
- on new vocabulary.

(Literacy Lessons Designed for Individuals Part Two, p. 114)

BEYOND THESE SIMPLE OPERATIONS

The competent reader drives forward through an interesting text making speedy responses.

Using what he has learned already he solves new challenges on the run and extends his own competencies.

(Literacy Lessons Designed for Individuals Part Two, p. 114)

Children who successfully complete early literacy interventions like Reading Recovery should operate in reading and writing in ways that put them on track for being silent readers with self-extending processing systems during the next two years a school.

(Literacy Lessons Designed for Individuals Part 1, p.52)

Children who exit at low levels face a *high risk of not maintaining good progress.*

(Literacy Lessons Designed for Individuals Part 1, p.53)

BALANCING EASE WITH CHALLENGE

- ...Instruction can manipulate the balance of challenge and familiarity to make the child's task easy or hard.

(Clay, 1994, p.288)



TURN & TALK

- What characteristics of literacy processing do more proficient readers demonstrate?
- Talk about this with the person next to you and jot down any characteristics that come to mind.

WHAT ARE THE CHARACTERISTICS OF MORE PROFICIENT READERS?



FAST PROCESSING WITH ACCURACY ON MORE ADVANCED TEXTS

- Takes ownership for solving new words.
- Problem solving new and difficult words, and correcting many errors.
- Integrates information from different knowledge sources: visual, phonological, meaning and structure information.
- Uses any information sources effectively on well-chosen texts but easily thrown by challenging texts.

FAST PROCESSING WITH ACCURACY ON MORE ADVANCED TEXTS

- What is read is processed quickly and is mostly correct.
- Has reached high scores on knowledge sources (on *An Observation Survey*).
- Controls links between visual/aural, left/right, first/last, semantic/syntactic, picture/story information.

Change Over Time In Children's Literacy Development, p.84

SUCCESSFUL READERS ABOUT EIGHT YEARS

- Partially silent processing.
- Accurate reading of larger chunks of information on harder texts.
- Knows how to add words to own repertoire.
- Marked shifts in rate of acquiring new words in reading & writing.
- Problem solves new words, miscued familiar words, and strings of words with self-corrections which occur close to the point of challenge.

SUCCESSFUL READERS ABOUT EIGHT YEARS

- Errors are close to text words on syntactic, visual, phonological and semantic information.
- Integrates information from different knowledge sources: visual, phonological, meaning & structure information.
- Has reduced or refined most subsystems to eliminate unnecessary work.

SUCCESSFUL READERS ABOUT EIGHT YEARS

- Can alter the weighting of attention to different knowledge sources, that is, can give more attention to sub-word information with hardly noticeable effects on pace.
- Has constructed complex structures of processing skills.
- Increased speed coming in part from efficiency in the processing system which does not have to work slowly through earlier processing links.

Change Over Time In Children's Literacy Development, p.84

WHAT ARE THE CHARACTERISTICS OF HIGHER LEVEL TEXTS?



THINK & NOTE



- This time, note down some of the structures and features that you would expect to see in higher level texts.

ASPECTS THAT MAKE TEXTS MORE DIFFICULT

- Amount of picture support
- More sophisticated grammar constructions
- Increased vocabulary
- Increased concept load
- More elaborated episodes and events

(Pederson, 1991)

ASPECTS THAT MAKE TEXTS MORE DIFFICULT: EXAMPLES FROM READY TO READ

- WORD COUNT: 300-600 words
- AMOUNT OF TEXT PER PAGE: 8 lines or more; at least 40 words; 5 or more sentences, two or more paragraphs
- DEGREE OF FAMILIARITY/EXPLICITNESS: increasingly complex ideas & underlying themes; a mix of explicit & implicit content
- TEXT FEATURES (narrative texts): genre; storyline; need to make connections between events; several characters to track; descriptive language; dialogue; sentence structure & complexity; punctuation

ASPECTS THAT MAKE TEXTS MORE DIFFICULT: EXAMPLES FROM READY TO READ

- VOCABULARY: High frequency; culture specific; unfamiliar words/phrases; multi-syllabic; prefixes/suffixes; descriptive language (verbs, adjectives, adverbs, adverbial phrases, noun phrases); CONTRACTIONS!
- DESIGN: Illustrations; visual language features; text placement

WHICH PARTICULAR LINGUISTIC STRUCTURES AND VARIABLES CAN MAKE TEXTS CHALLENGING?



"... the young child's attempts at points of uncertainty in his reading tend to be dominated by his control over the syntax of his language."

(Clay, 1991)

INCREASED USE OF LITERARY LANGUAGE



A major aspect of the language structures of higher-level texts is the increased use of **literary language** which differs greatly from children's natural language patterns and means they will have difficulty predicting on the basis of their oral language knowledge.

(Kelly & Neal, 2009)

EXAMPLE: INCREASED USE OF LITERARY LANGUAGE

"Honey for me
Honey for me
Honey for breakfast
And honey for tea."

(Randell, *Honey for Baby Bear*, Level 9)

10 little garden snails by the
old grey gate ...
two climbed and saw the sun,
and then there were 8.

(Randell, *Ten Little Garden Snails*, Level 13)

MORE COMPLEX SENTENCE STRUCTURES



More sentence constructions that ask
a question, commencing with a verb

(Kelly & Neal, 2009)

EXAMPLE: QUESTIONS COMMENCING WITH A VERB

Will you help me find some mushrooms?

(Randell, *Mushrooms for Dinner*, level 11)

Is it cold? Is it hot?

(Cowley, *The Cooking Pot*, level 10)

Requiring children to "...take words apart
on the run, while reading..."

(Clay, 2005, p. 132)

MORE COMPLEX SENTENCE STRUCTURES



More **descriptive sentences** with adjectives and/or adverbs between nouns and verbs

(Kelly & Neal, 2009)

EXAMPLE: MORE DESCRIPTIVE SENTENCES

Baby Bear went uphill and downhill looking for mushrooms...

(Randell, *Mushrooms for Dinner*, Level 11)

Tyrannosaurus Rex looked at the three big horns, and he went thumping away...

(Randell, *Brave Triceratops*, Level 12)

MORE COMPLEX SENTENCE STRUCTURES



Compound sentences containing two complete thoughts expressed by two (or more) subjects and verbs joined by a connector.

(Kelly & Neal, 2009)

EXAMPLE: COMPOUND SENTENCES

Tim and **Michael** and **Anna** were all good runners, but Tim was the best.

(Giles, *The Cross-country Race*, Level 14)

MORE COMPLEX SENTENCE STRUCTURES



Complex sentences containing one or more dependent clauses.

Information in introductory clauses that is removed from the subject and may not be remembered after subsequent problem-solving.

(Kelly & Neal, 2009)

EXAMPLE: COMPLEX SENTENCES WITH ONE OR MORE DEPENDENT CLAUSES

When the lunch bell rang, the King walked to the banquet hall alone.

(Meharry, *The King's Birthday*, Level 17)

At swimming time, Timo grabbed his swimming bag from his backpack super fast and turned to rush out the door.

(Langley, *Timo's Shorts*, Level 18)

EXAMPLE: COMPLEX SENTENCES WITH ONE OR MORE DEPENDENT CLAUSES

Then, sneaking from nowhere, like a thief, a rat appears on a branch not far from the terns.

(Hill, *The Quiet Evening in Night Is a Blanket*, Level 21)

"If you let me go, I'll never forget what you've done..."

(*The Lion & the Mouse, Fables From Aesop*, Level 18)

EXAMPLE: DEPENDENT CLAUSES PROVIDING ADDITIONAL DETAIL

Then Mr and Mrs Biggs and the two little Biggs drove away down the road in the little red camper for a vacation.

(Randell, *The Little Red Bus*, Level 13)

She stayed as snug as a bug in a rug, with her coat to keep her warm.

(Cowley, *The Tiny Woman's Coat*, Level 13)

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MORE COMPLEX SENTENCE STRUCTURES REQUIRE HIGHER ORDER THINKING



Children's access to the meaning of higher level texts requires **inferential reasoning** as well as **familiarity with increasingly more complex language structures.**

Children must read between the lines.

(Kelly & Neal, 2009, p.30)

EXAMPLE: COMPLEX SENTENCE STRUCTURES REQUIRE HIGHER ORDER THINKING

(He stops and looks at me with his whiskers twitching.)

Then I see his long, stringy tail disappear into his nest in the heart of the tree.

(Hill, *The Quiet Evening in Night is a Blanket*, Level 21)

INCREASED VISUAL PROCESSING DEMANDS



In order to meet the **increased visual processing demands**, readers must know:

- A large number of high frequency words
- How to problem-solve a range of unusual and unpredictable words
enormous, knight, delicious, wobbled, disappointed, nudged, bouncing, rumbled, beautiful, treasure, wriggling...



ACTIVITY

- In groups of three, see if you can locate in the texts provided some of the characteristics of higher level texts we have considered here.
- Try a new text - swap with another group

SUMMARY OF THE LINGUISTIC STRUCTURES OF MORE COMPLEX TEXTS

- Literary language
- Questions commencing with a verb
- Descriptive sentences with adjectives and/or adverbs between nouns and verbs
- Compound sentences - two complete thoughts expressed by two (or more) subjects, verbs joined by a connector
- Complex sentences, one or more dependent clauses
- Information in introductory clauses that is removed from the subject, may not be remembered
- Text requiring inferential reasoning and familiarity with complex language structures



TURN & TALK

- Consider how the structures and features of higher-level texts can challenge the developing processing systems of young readers and think about the implications for teaching.

Now they must learn new ways of thinking about more implied relationships among ideas.

In addition, they must learn how to suspend their use of their own language as the primary source of anticipating text structure in order to integrate such attempts to predict with an ever-more sophisticated level of visual analysis...

Hence higher-level reading poses new structural challenges and new meaning-based challenges.

(Kelly & Neal, 2009, p.30)

LAST VIEWS

