

Time's Up: The Race against the 30 minute timer

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You control the Timer!



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The Goals of Reading Recovery

- In twelve to twenty weeks of special instruction supplementary to classroom instruction, the goals were:
 - To temporarily lift **their pace of learning**
 - To permanently lift their levels of achievement
 - To build a sound foundation for subsequent literacy learning

Clay, 2001



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30 Minute Lessons are Possible if...

Thirty-minute lessons are possible if children read with **phrasing in fluent reading**, if the teacher selects books thoughtfully, **if the teacher teaches for strategic actions**, if reading and writing selections **have appropriate learning opportunities**, and if **materials are organized and easily access**

Borba, 2002 p. 16



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Fluent Reading of Familiar Books

- The ease, enjoyment, and independence experienced by the child during fluent reading of familiar books **have the potential to create momentum for the learner** that builds throughout the lesson.

Borba, 2002 p. 14



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When the Reading is Phrased

- When the reading is phrased as in spoken language and **the responding is quite fast**, then there is a fair chance that the reader has grouped together the words that the author had meant to go together. This needs to happen if the reader is to understand the author's message.

Clay, LL2 p



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At No Time Slow

- At no time in the Reading Recovery lesson series should the child be a slow reader of the things he knows

Clay, LL2 p.151



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Support at Higher Levels of texts

- Children who receive little or no support prior to reading many higher level texts seem to deteriorate in their ability to problem solve on the run .They become word-by-word readers at levels 10 and above, when once they were quite fluent and confident .

Kelly & Neal, 2009 p.



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- We have observed teachers withholding teaching support during familiar text reading, in book introductions, and during the first reading of the new book . Hence, texts get hard, **lessons go over 30 minutes, reading becomes disfluent, and children** who have been willing pupils begin to balk at reading the new book for their daily lessons . The learning-to-read become hard and unproductive .

Kelly & Neal, 2009 p.1



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- If the books you have to read are hard and learning is stretched across a long period of time then slow work reading can become a habit that is very hard to discard.

Clay, LL2 p. 154



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4 ways to slow things down

1. Do not accept slow, staccato, word-by-word reading. When this becomes a habit it is very hard to break.
2. Do not make the students think that reading has only to do with letters, sounds, and words.
3. **Do not interrupt the reading so much** with your teaching that it all sounds to the child like a string of unlinked words.
4. When the child talks to himself about his problem-solving, it slows down the work the reader must do, like search **rapidly** for information and make decisions.

Clay, LL2 pp. 154-155



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Teaching decisions made carefully

- Teaching decisions must be made carefully throughout the lesson. **Is the lesson too long because there is too much teacher talk?** If the Reading Recovery teacher talks too much during the lesson, the child may become overwhelmed and not understand what is most important because there is just too much to think about and attend to.

Borba, 2002 p. 15



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Clay's Direction about Talk

Be brief and to the point
Speechless demonstrations do help
Teachers must be quick-witted and linguistically sensitive
Do not waste words
Teacher talk can easily create confusions

Eliminate all unnecessary talk

Word II 11:11



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We are the decision makers

- As Reading Recovery teachers, **we truly are decision makers** whose work with children consists of managing “the balance of challenge and familiarity” across the full scope of their programs—including higher levels of text—to make their task of learning to read ... **easy**.

Kelly & Neal, 2009 p.



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Teaching Following the Running Record

- The teacher must give a major share of her teaching opportunities to shaping up **fast, efficient processing of continuous text**. It is possible to become trapped in the detail of learning vocabulary and the challenges of spelling English.

Clay, LL2 p.97



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Composition of the Story for Writing

- Start up a conversation, guided by all you know about this child. Talk about something that you feel sure he would be interested in. This should not be an interrogation. In a genuine **but short** conversation help reluctant children to compose something.

Clay, LL2 p



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Writing

- Every interaction in the daily writing segment is a teaching move—not a memory task, nor a practice attempt, nor an analysis of sounds, but carefully determined and astutely delivered teaching with a target that involves **learning how to do something, do it better, do it faster, link it up to something, and prepare it for independent use.**

Clay, 2001 pp. 31–32



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Build Up the Speed of Response

- When a child can write a word letter by letter, slowly but correctly, give him more opportunities to do it again, do it quickly, and do it in another place. Use the writing work page. **Teachers forget to build up this speed of response.**

Clay, LL2 p. 131



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Writing

- 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 increasingly complex syntax
 - On less predictable texts
 - On new vocabulary

Clay, LL2 p



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What...How...When to Teach

- [Reading Recovery teachers] engage in ongoing decision-making regarding what to teach, **how to teach, and when to teach, balanced with careful observations of the child**. They regularly reflect upon their teaching and the effectiveness of their decision-making by reviewing and revising the goals set for each child.

Matczuk & Straw, 20



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Appropriate Anticipation

- Through careful self-discipline, reflection, and appropriate anticipation, teachers will ensure they **do not create additional and unnecessary confusion for the child with one-sided conversations**.

Matczuk & Straw,

2005 p.25



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Importance of Organization

- Effective Reading Recovery teachers have all their materials at arm's length so that the flow of the lesson is not interrupted. **Record sheets are organized and analyzed** so that the teaching is focused. Reading texts are selected and ready, and the writing book is within reach.

Borba, 200



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You cannot make up for lost time

- You cannot make up for lost time. No matter how expediently and ambitiously you accelerate the pace of your work, the unproductive present moment is permanently gone, except for its persistence in memory.

<http://bit.ly/1CGfmZX>



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Reflections



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