

## Reading and Writing:

teaching for reciprocal gains

### Resources

- Clay's foundational research, theory and advocacy (many sources)
- *Literacy Lessons Designed for Individuals, Parts I&II*, Clay, 2005
- *Change over time in children's literacy development*, Chapter 1. M. Clay 2001
- Talking, reading, writing. M. Clay, *Journal of Reading Recovery*, 2005
- Reciprocity: Promoting the flow of knowledge for learning to read and write. M. Fried, *Journal of Reading Recovery* Spring 2006
- Research on writing in RR: DeFord, Matcheck, Hobsbaum...
- Cognitive flexibility theory – Spiro, Cartwright various sources

### Clay argues

A better understanding about reciprocity could lead to more effective teaching interactions in both activities, and the idea has the pleasant ring of a small 'two for one' bargain – allowing the busy teacher some economy in teaching time.

*Change over time in children's literacy development, Clay, 2001*

### Reading Recovery...

Teaching proceeds on the assumption that both (reading and writing) provide learned responses that facilitate responding in either area.

*Literacy Lessons Pt. 1, p.27*

### But there are few specific procedures

- LL2, p.65 (*In writing*) "You can read a word that looks like/starts like/is like that".
- LL2, p.106 (*early reading*) "Look at this writing. You wrote that word"
- LL2, p.202 (*collection of prompts*) "Write this word..."
- Later, *in both reading and writing*: "What do you know that might help" or "What can you see that might help?, or "What can you hear that might help?" (LL2, p.61; p.111;p.132)

### Making the link explicit –Fried (2006)

- The child read *was* for *went*: Teacher "You can write that word. Write it quickly. What did you write?"
- Child stumbles on a partly known word in reading. Teacher: "that's an important word. Have you seen it before?...That was in one of your favorite books (shows him). You can read at and you can learn to write it." (teaches writing)
- Introducing a new book: "What letter do you expect to see first for *wakes*?"
- After a letter order confusion in writing 'owl'– "what letter would you expect to see in the first box?"

### Also important ...

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1. We also have to think about what enables the child to respond to these kinds of prompt – the sources of knowledge that they draw on
2. Speed or access and the degree to which the sources of knowledge are linked to one another
3. And, we need to be sure that the child is moving towards the goal of using the knowledge sources from reading and writing independently and automatically.

### Clay's theory of literacy process

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- Is complex not simple
- It is about thinking and linking
- Not just about what we do at difficulty
- In the head (neural)– not observable
- It changes over time
- ...becoming faster – and more flexible
- Involves operating with different levels and kinds of information

### The goal: cognitive flexibility

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To produce brains that activate several alternatives we need to provide learning opportunities that develop a large menu to chose from... It is more important that the beginning reader adopt a different stance: "It might be like this, or it could be that."

LL2, p.123

### The broader conceptualization of reciprocity

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- Building knowledge sources
- Continuous change in ease and speed of access to those resources
- Cognitive flexibility and independence

### Both reading and writing help to build:

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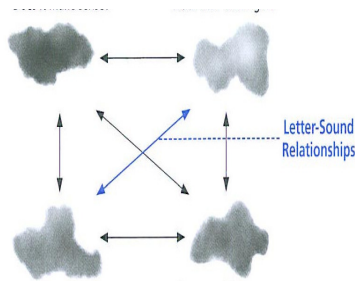
- the sources of knowledge upon which the reader/writer must draw
- the processes needed to pick up information from language and print – ease and speed of access
- the strategic activities used to combine or check information (monitoring and searching)
- The flexibility to use what is known in different ways and contexts

### Learning to read and write both require

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- Learning to look at print
- Learning to hear the sounds in words
- And learning to relate one to the other (Is that what I expected to see?)
- Expanding control of language structures
- Becoming familiar with more complex ideas and vocabulary
- Working with these multiple sources of information in flexible ways.

## Sources of information – in writing



## Sources of information in writing

- What story do have to tell? How can I make that story interesting, exciting?
- Does that sound okay? Is that the way we say it? Does that sound like a sentence in English?
- What sounds can I hear in that word?
- Does that look right? Does that look like a word I know? Have I seen that word before?

## Writing

... can contribute to building almost every kind of inner control of literacy learning that is needed by the successful reader... (Clay, 2001,p.

The writing knowledge serves as a resource of knowledge that can help the reader. However this reciprocity does not occur spontaneously. The teacher must remember to direct the child to use what he knows in reading when he is writing and vice versa. LL1, p27

## Building knowledge of letters and words

1. Building letter knowledge, speeded recognition and ease of formation
2. Building a corpus of known words in reading and writing
3. Gaining control over the relationship between letters and words
4. The child can 'take words apart' in reading and analyze sound sequences in spoken words
5. Keeping track of where is this letter / word in the learning hierarchy
6. And of how well the child is using what they know in reading and writing.

## Learning to Look: Specific procedures

<b>Reading</b>	<b>Writing</b>
□ Relationship between letters and words	□ Learning how to hear and record sounds
□ Extend a meager knowledge of letters	□ Learning new letters - writing as a key source
□ Expand the meager knowledge of words	□ Extending the writing vocabulary
□ The child can 'take words apart' in reading	□ Write known words faster - a resource for breaking
□ Keeping track - where is this letter / word in the learning hierarchy?	□ Keeping track - where is sound/letter or word in the learning hierarchy?
□ Is child initiating use in text reading?	□ Is child initiating use in message writing?

## Teaching new words in reading and writing

In reading	In writing
□ Word comes out of (successfully read) text	□ copying
□ Magnetic letters	□ constructing
□ Watching, tracing, appearing/disappearing	□ recalling
□ Over-learning	□ over-learning
□ Locating and attending to in text reading	□ speeded production
	□ known words faster
↓	↓
□ Flexibility - using what is know to get to something new	□ Flexibility - using known to get to new

### Keep in mind all the words that any one child controls at this early stage.

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Known words are a rich source of information... work from the child's own knowledge base, and from the books he is reading.

...build reading and writing vocabulary charts for individual children, to be referred to and added to during lessons.

LL, Pt 2, 40-41

any letter work or word work they are asked to do should arise from the texts they are working on ...

If something is to be recognized again then it should pop up often in different contexts.

LL, Pt 2, 39

### Using what they know in reading and writing

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- Establish control of direction and one to one matching in reading and writing.
- Ensure that texts and messages contain letters and words the child knows and can attend to.
- Ensure the child locates (attends to) what they know as they are reading and uses what they know in writing.

### Think about degrees of knowing

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A teacher may need to ask herself from time to time "Where is this word in the learning hierarchy? Can I do anything to shift it towards 'known and in many variant forms'?" This is unplotted territory. After a while because of how a child works with words you begin to judge quite well which words are known and which words are still in the process of becoming known. LL, Pt 1, p.46

### Building letter knowledge - in reading and writing

### It is more than just naming letters

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Do not underestimate the need to tidy up this control over the letters of the alphabet for the group of children who already know a lot of letters. It is common for teachers to assume the remaining letters will be easily learned. That assumption must be checked because it is often false.

LL, Pt 2, p.36

### The child works with many complex things...

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- Is he sure of the letter form?
- Does he know the letter name?
- Can he name the object?
- Can he tell you the first sound of the object's name?

LL2 p.36

### Visiting the alphabet book

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The teacher can choose *one or two* of these questions:

- What is its name?
- What sound does it make?
- What is a word that starts with that letter?
- What is a word that starts with that sound?
- Is that a little letter or a big one?
- Is that a capital letter or a small one?
- What is another letter that looks like that?

LL2, p.35

### Learning about the relationship between letters and words

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- ...half the children are ignorant, confused, or uncertain at 6:0 when a teacher refers to a letter or a word. Clay 1966:198
- 'talking about this distinction almost always creates confusion' LL2,p.67
- Breaking words at the magnetic letter board is one important opportunity to clarify this relationship.
- Learning how words work could be done entirely on the words the child already knows. LL2, p145

### Learning how words work

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- Engage in as much word building with magnetic letters as is needed to foster the later visual analysis of new words in text...
- Work to ensure that what is learned in one place is transportable to another place.

LL, Pt 2, p. 47

### Hearing and recording sounds in words

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Writing requires the child to pay close attention to the words he has chosen to write, to hear the sounds in those words and to write down some letters that will represent those sounds.

LL2, p. 70

It is critical that we teach this very well, to all children, from the start...

### Hearing and recording sounds in words provides

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- Opportunities for letter learning
- For analyzing the sound form of words
- Learning more about simple words so they are easy to learn
- A basis for independent strategic activity in writing
- Enables child to cross-check on information sources in reading
- Contributes to self-monitoring and searching for information in reading

### But the goal is flexibility in word solving

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Learning how to produce a word you need to write "by any means at your disposal"

*Change over Time, Ch. 1, p.24*

It is important that child learns out how to carry out this 'searching for ways to record' in flexible ways – not to rely on the teacher to dictate what kind of problem solving to undertake.

### Which includes

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- Knowing how to hear and record the sounds in words.
- Knowing how to write many different words – fast.
- Using what you know about a word to write a new words...
- **And any combination of these.**

### Teaching for reciprocity in reading stories and writing messages

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Reciprocity has to be learned

### The brain is learning how to do something new

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It is false to assume that a central processing system for literacy already exists in the brain when the child begins literacy learning...

LL2, p.102

### Early on - from writing to reading

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- In the book introduction- what letters would you expect to see?
- You know how to write that word.
- Say it as if you were writing it.
- Try writing that word (providing a board or paper).

### Early on – linking sounds and letters

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- After locating a known – or partially known - word on text reading ask “Can you hear this letter?”  
[ then teach]
- Re-read a page fluently and articulate the first letter of a known word not solved.  
[Then teach the child to hear the sound and check the word]

LL2, p. 91-92

### Cross-checking

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He can hear the sound in a word he speaks and checks to see if the expected letters are there.

LL2, p. 109

NOTE: this behaviour changes over time.

## Teaching to foster reciprocity changes over time

Working towards independence -  
flexible use of what is known

## Using what I know to go beyond

Theoretically, I assume it is not the items that lift the children to new levels of text difficulty but the strategic power to use what is known in the service of problem solving the unknown.

*Change Over Time, p. 129*

## Flexible searching and solving involve

- Knowing how to use what you know to solve something new
- Reaching out for and using more detailed information and analysis
- Being able to use more than one knowledge source and approach to solving
- Being able to do this fast, on the run, while reading or writing with attention to meaning and story.

## Prompts to foster searching

- Try that again and think what would make sense.
- Try that again and think what would sound right.
- And prompts to foster searching for visual information....

LL2, p.111

## Using something that you know to solve

- Look for something that would help you.
- Do you know a word that looks like that?
- Do you know a word that starts with those letters?
- Look carefully and think what you know that might help.

LL2 p.111

## What do I know that might help?

Calls for something more than and different from going from 'cat' to 'fat'

- Where have I seen that word before?
- Where have I heard that word before?
- What do I know that starts like that?
- What does it sound like?
- What does it look like?
- What letters do I expect to see in that word?
- How does the end [of the word] sound?
- Does it work like ... or... (bird or mother)?

## Using something you know from writing to solve words in reading

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Another kind of question might point the child to sound-to-letter or letter-to-sound relationships that he already knows like:

- What sounds can you see in the word?
- Get your mouth ready for the first sound.
- Say it slowly like you do when you write.

LL 2, p. 115

## Using something you know to solve a new word in writing

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- What could you try?
- How do you think it would start?
- What do you know that might help?
- Do you know another word that sounds like that?
- Do you know a word that starts like that?

## Scale of help while reading

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- Let the child solve the word
- Prompt to the word beginning... or ending...or any known part
- The child divides the word
- The teacher articulates the part clearly ... and the child locates the part
- The teacher divides the word in print
- The teacher constructs part of the word making it larger....

LL2, p132-133

## Building on the reciprocity

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of language use in reading and writing

## Syntax

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the most important resource that young children bring to their reading -

and the most consistently used source of information in studies of early reading...

## Talking, reading and writing

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The phrases children construct in their conversations lead to more awareness of language structures within sentences in their writing and reading.

*Change Over Time, p. 110*

## A starting place

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- Knowing about the child's language
- Recording the longest utterance
- Additional samples of text reading
- Record of oral language
- Massive opportunities to read enchantingly interesting text of just the right difficulty level
- And lots of writing

## Learning how to compose sentences

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In the early weeks [children] need time to think about constructing sentences in order to write them.

.... interactions with teachers must support their early attempts to initiate slightly more complex writing at each encounter.

*Change Over Time, p.27*

## Prompting a search for structure

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At first:

- You said... Can we say it that way?  
[followed by teaching]

Moving to:

- Try that again and think what would sound right.

LLI2 p. 111 Section 10:

## Helping the child become constructive...

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.... using visual, semantic, structural, story information and real world information. They must search for alternatives, switching tack, evaluating choices and monitoring the integration of all these things.

LL2, p.117

## How we formulate the goal is important.

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Think of one of your students just starting their series of Reading Recovery lessons:

Formulate two or three predictions of progress that refer to the reciprocity between reading and writing.