Change Your Teaching the Marie Clay Way!

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Sequential Processing

What is it?
What does it look like?
Sequential Processing Under Construction
I like the (?)
I like the l l
I like the

- ice cream
- park
- puppy
- dog
I like the c + l
I like the dog.
Effective Sequential Processing System Working
I like the
How do we Support the Construction of Sequential Processing Systems?
Supporting the Development of a Sequential Processing System – p. 63
Everything we do in mature reading and writing will rely on fast accurate perception of language sounds (captured by the ears) and visual symbols (captured by the eyes) as we read and write. 

Part 1 – page 43
Examples of Sequential Processing

- Beginning, Middle and End of Stories
- Letter Sorts
- Story in Writing
- Cut-Up Sentence
Learning to Look at Print or Breaking or Left to Right Analysis – I’m Confused
Learning to Look at Print Section (Chapter 1) is about Reading Vocabulary
It is unwise to allow children to continue to identify whatever parts of words they can as a first step rather than insisting on a left-to-right survey of words by the eyes across a line and across the letters in a word.

P. 200
The teacher must emphasize left-to-right movement during early lessons,

- Across a line of text,
- When reading word by word
- When writing words letter by letter,
- Analyzing a new word
The teacher can model the behavior, condition the approach almost without words or instructions and try to encourage the child to scan with his eyes from left to right.
Many opportunities to confuse letters

- The following letters make other letters when reversed: b, d, p, q, g

- The following 15 letters make another letter when inverted: b (p), d (q), f (t), g (e), h (u, y), k ( ), m (w), n (u), p (b), q (d), r (j), t (f), u (n), v ( ), w (m)
Marie Clay recommends to Reading Recovery teachers that a consistent emphasis on the left-to-right scanning of print from the beginning of a lesson series is warranted. To learn these arbitrary rules the brain needs to experience a build-up of consistent events. Lapses must be kept to a minimum.
Reading begins with looking and ends when you stop looking.

Reading begins with passing information through the eyes to the brain. But the brain does not just take a snapshot of the detail of print and transfer it to the brain.

The child must learn to attend to some features of print,

The child must learn to follow rules about direction,

The child must attend to words in a line in sequence, and

The child must attend to letters in a word left to right in sequence
Left to right sequence
When children direct their eyes to search for information within the directional rules of the printed page, they will be able to link what they see to their own oral language response. P. 4
The sequence for Learning to Look at Print:

p. 19 (intro to p. 42)
p. 199, 200, 201
p. 42-44
p. 118 (theory)
p. 125 – in context
p. 139, 140 – in isolation
Build a carefully chosen word deliberately from left to right, letter by letter, at eye level directly in front of the child.

cat

cat

cat

cat
Inflectional Ending

What is the first letter in ‘look’?
Can you hear the last part of ‘looking’?
We can take away the first part away
Breaking a one syllable word
Attend to one break in any lesson! P. 44

At a later time in his lesson series when talking words in reading text or in writing messages, or when he is ready to get to new words by analogy with known words (p. 143) you may re-introduce the onset and rime concept.
Also take occasional opportunities to break a word apart in other lesson activities. Leave the child free to break the word anywhere but make sure that his eyes move left to right across the word.
Caution

Although children can hear syllable breaks and final inflections it is probably too early for the child to use those sound signals to guide his word-solving in reading, despite what you taught in step 3. Drawing too much attention to the end of words, breaks the left-to-right habit being fostered in this early period.
While children are learning to read, they are establishing the habit of working left to right through a word. In a sense his eyes are also learning to recognize the identity of each letter when it is approached from the left side.
Intermediate Word Learning – in isolation

Notice – using analogy is placed LATE in the learning sequence. This is because it can be tricky.  P. 143 – Part II,

Middle II – The child notices that the same letters or clusters are found in different words and so can begin to use analogy.  P. 49 – Part I
Before the teacher can allow the child to think of another word and then make the change himself, he must be working with considerable independence. She has to prepare the ground carefully for that independence. The teacher’s questions should target precisely what she is asking for.
Break two words in the same way

Break the same word in more than one way

Supply the full word as a model and have the child break it
Constructing Words

1. Supply the full word model or all the letters needed
2. Change the onsets and retain the rime
3. Retain the onset and change the rime
4. Choose the words for the child (from elsewhere in the lesson)
5. The child thinks of words but the teacher selects the most appropriate

The teacher introduces new words suitable for this child to increase his flexibility
Familiar reading
- During Reading
- After Reading

Teaching after the running record?

Letter Work/Breaking

Writing

New Book
- During Reading
- After Reading
Any letter work or word work a child is asked to do should arise from the texts they are working on and not from the teacher’s extensive knowledge of the English dictionary. If something is to be recognized again then it should pop up often in different contexts. p. 39
Familiar Reading – show me ‘the’
Familiar Reading – what is this word?
Letter sorts – tall letters, regular letters
Writing – ‘the.....
New Book – choose word with ‘the’, ‘The’
Don’t let errors occur
Help the child keep his attention
Attention control System – selective Attention. It determines where to look, what to ignore, when to slow down, when to speed up, how to focus.

Memory Systems – short term procedural memory is a set of procedures. Long term procedural memory is non-motor (connect faces to names – lesson components in a RR lesson), factual procedural (alphabet, numbers) – how do we build these -
- Language System
- Spatial Ordering System
- Sequential Ordering System
- Motor System – handwriting, driving (automatic subroutines procedural steps)
- Higher Thinking System
- Social Thinking System

Cognitive Systems
Strategic Activity in Reading
• Monitoring with known information
• Searching for a best fit between the known and unknown information
• Comparing and evaluating choices
• Making a decision
• Self-correcting based on the analysis of all this information

How Processing Systems are Developed
The beginning of this rapid processing is when we teach children to actively search for identity, similarity or differences between what he or she says and the word in the text.

Differences are easy to detect because a reader only needs one knowledge source to figure out they are wrong.

Identity is more difficult because a reader has to correspond all sources of information.
Arousal

Initiate Preliminary Plan and Monitor First Attempts

Check Plan Against Other Sources of Information

If Everything Matches, Keep Reading

If Problem Still Exists, Try Again

Search for Additional Information

Check All Sources of Information Against Each Other

Self-Correct and Keep Reading

Plan Stored in Memory Path

Attention is Freed to Notice New Things
Teaching for Processing Following Reading

Three statements in the analysis section,

- Monitoring Statement
- Cues Used/Cues Neglected
- Description of Highest Level of Processing
Running Record – Teaching Points

Dog
Cat
-
Cat
car
Cat
Check it! Does it look right, sound right and make sense?

Try that again and think what would make sense, sound right, and look like that. p.111

Prompts that We Should be Using
When we activate the thinking process, we take bits and pieces of data and actions and behaviors and string them together to fit a new set of demands or circumstances, creating a novel plan of action. We reshape the raw materials into a properly timed sequence.
How the Processing Changes Over Time

- Monitoring
- Cross-Checking
- Searching

The Path to Effective Processing
Give thoughtful attention to the level of help the child needs and decide when you are prompting for processing or when you should be supplying information that the learner does not have!!!

You can’t prompt what you haven’t taught
“And in the end it is the individual adaptation made by the expert teacher to that child’s idiosyncratic competencies and history of past experiences that starts him on the upward climb to effective literacy performances.”

The Legacy of Dr. Marie Clay