

### Collaborative Conversations: Sharing Clay's Theory Within Schools

Bob Schwartz  
Oakland University  
with  
C.C. Bates and Maryann McBride  
Clemson University

---

---

---

---

---

---

---

---

### RR & the Classroom

It should be stressed that an early literacy intervention like Reading Recovery can be used with children from any kind of classroom curriculum.

(Clay, 2005, Cautions)

---

---

---

---

---

---

---

---

### Comprehensive Approach

Early interventions' best results may be expected in education systems that are reforming all aspects of their first years of literacy instruction.

Clay, M.M. (2007). Simply by Sailing in a New Direction You Could Enlarge the World, *Journal of Reading Recovery*, 7(1), 7-12.

---

---

---

---

---

---

---

---

### i3 RR Scale-up

- Strong research design and evidence of large effects
- Differences in mean percentile ranks between the Reading Recovery and control group:
  - +18 for ITBS Total Reading score
  - +16 for ITBS Reading Words
  - +16 for ITBS Reading Comprehension
  - +26 for OS Total Score (p. 39)

---

---

---

---

---

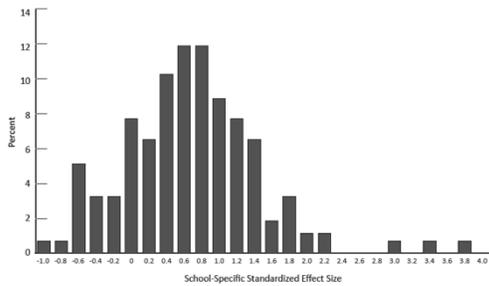
---

---

---

### School Variation

Figure 6. Adjusted Empirical Bayes Estimates<sup>2</sup> of School-Specific Impacts of Reading Recovery




---

---

---

---

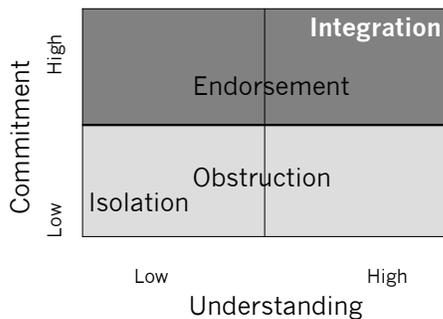
---

---

---

---

### Implementation Patterns




---

---

---

---

---

---

---

---

# Integration

HIGH UNDERSTANDING/HIGH COMMITMENT

**"Reading Recovery is part of the way we do things here."**

- School-wide shared understanding of Reading Recovery
- School-wide active problem-solving to ensure program fidelity
- Principal actively engaged with Reading Recovery
- Highly emphasize school-wide impact of Reading Recovery
- Reading Recovery instructional time protected
- Frequent Reading Recovery teacher/classroom teacher communication
- Reading Recovery teacher positioned as literacy leader or resource in the building
- Classroom instruction generally supportive of Reading Recovery

---

---

---

---

---

---

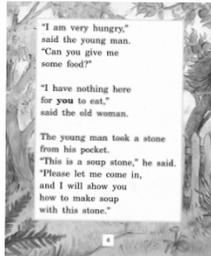
---

---

RR Student: "How come I can read here but I can't read in my classroom?"



2 Buffy chased a ball.




---

---

---

---

---

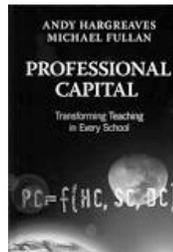
---

---

---

# Professional Capital

Over time, professional capital policies and practices build up the expertise of teachers individually and collectively to make a difference in the learning and achievement of students.



Hargreaves & Fullan, 2013, p. 37

---

---

---

---

---

---

---

---

## Human Capital

Human capital in teaching is about having and developing the requisite knowledge and skills (p. 89).

But the list of skills is long, complex, and interrelated!

- Word Recognition
- Vocabulary
- Comprehension

---

---

---

---

---

---

---

---

## Social Capital

Some of the most powerful, underutilized strategies in all of education involve the deliberate use of teamwork – enabling teachers to learn from each other within and across schools – and building cultures and networks of communication, learning, trust, and collaboration around the team as well.

Hargreaves & Fullan, Prof. Capital, p. 89

---

---

---

---

---

---

---

---



Promising Literacy for Every Child:  
Reading Recovery® and a  
Comprehensive Literacy System

*Self-assessment tools to help  
you build a schoolwide  
professional learning community*

Billie J. Aiken  
Gay Su Pinnell  
Patricia L. Scherer

---

---

---

---

---

---

---

---

### Who is in Your Learning Community

A learning community shares and reflects on practice to enhance the learning of both students and teachers.

Promising Literacy for Every Child: Reading Recovery and a Comprehensive Literacy System

---

---

---

---

---

---

---

### Some Theoretical Principles & Assumptions

- Reading and writing are complex problem solving processes.
- Children construct their own personal understandings as they process information while reading and writing.
- Children come to literacy with varying degrees of knowledge about language, texts and subject matter.
- Literacy learning involves a continuous process of change in knowledge and strategic activity over time.
- The need for systematic observation to inform teaching.
- The importance of building on a child's strengths to make it easy for him or her to learn.

Askew, Pinnell, Scharer, 2014

---

---

---

---

---

---

---

### Decisional Capital

Decisional capital here is the capital that professionals acquire and accumulate through structured and unstructured experience, practice, and reflection – capital that enables them to make wise judgments in circumstances where there is no fixed rule or piece of incontrovertible evidence to guide them.

Hargreaves & Fullan, Prof. Capital, pp. 93-94

---

---

---

---

---

---

---

## Activity versus Instruction

I think it is most helpful to think of the learner (who is successfully solving reading problems) as building a neural network for working on written language and that network learns to extend itself.

Teachers can help this happen but what they call 'instruction' does not extend the neural network! It is the successful strategic activity called up by the learner that creates the self-extending system.

LL2, p. 103

---

---

---

---

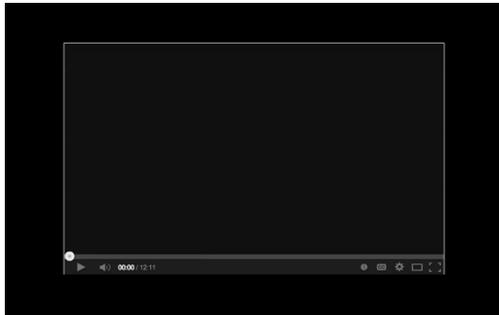
---

---

---

---

## Constructive Learners & Teachers



[http://www.youtube.com/watch?v=j6YE02B\\_liU](http://www.youtube.com/watch?v=j6YE02B_liU)

---

---

---

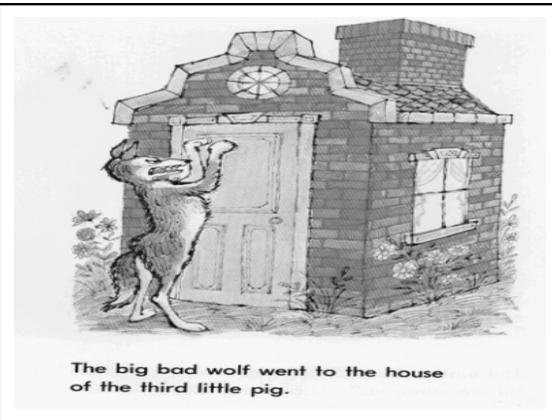
---

---

---

---

---



The big bad wolf went to the house of the third little pig.

---

---

---

---

---

---

---

---





### Record of Reading

- “My very first running record I realized that I made missed errors that the student had made. I love that this app helps make a true accurate record of the student reading.” (T<sub>5</sub>)
- “I love that I am able to go back and watch the record and listen to students read. This helps see any errors I may have made.” (T<sub>5</sub>)
- “I am using the correct codes now. Over the years I had created some of my own codes.” (T<sub>2</sub>)
- “I was very unconfident and unsure of my running records. Having this PD helped teach me the proper way to do running records now I feel more confident and secure because I know if I do have a question I<sub>1</sub> can guide me in the right direction.” (T<sub>1</sub>)

---

---

---

---

---

---

---

---

### Thinking Through a Word

**Procedure:**

1. Students offer predictions for a covered word within a sentence.
2. Teacher uncovers the initial letters up to, but not including, the first vowel.
3. Before uncovering the rest of the word, teacher asks students to predict an easy to hear letter, or a known pattern they would expect to see if their prediction is correct.

**Example: The wolf went to the house of the third little pig.**

1. The wolf went to the \_\_\_\_\_ of the third little pig.
2. Using mean-based predictions, the group suggests - *house* and *home*.
3. The teacher uncovers the initial letter up to, but not including, the first vowel.  
The wolf went to the h\_\_\_\_.
4. Students confirm both predictions.
5. Teacher then asks, “If the word is *house*, what letter should we see near the end?”
6. When the rest of the word is uncovered *home* is disconfirmed and the correct response, *house*, is confirmed. This supports monitoring and self-correction.

Bates & Schwartz, 2014

---

---

---

---

---

---

---

---

### Lessons Learned

- **Types of words to select**
- Child’s written attempt - optional
- Deepened understanding about self-monitoring and visual searching

---

---

---

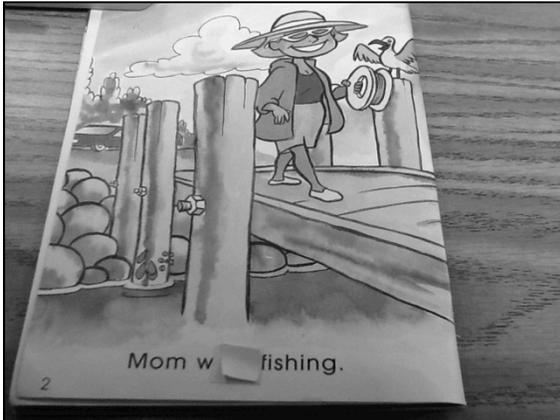
---

---

---

---

---



---

---

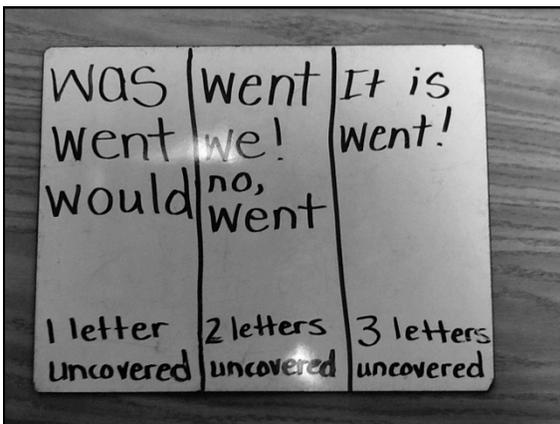
---

---

---

---

---



---

---

---

---

---

---

---

**Lessons Learned**

- Types of words to select
- **Child's written attempt - optional**
- Deepened understanding about self-monitoring and visual searching

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

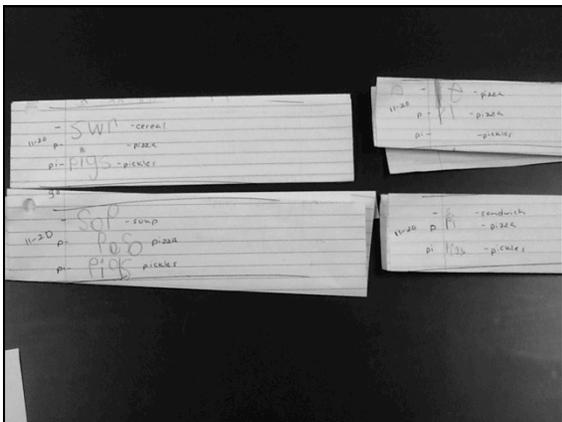
---

---

---

---

---



---

---

---

---

---

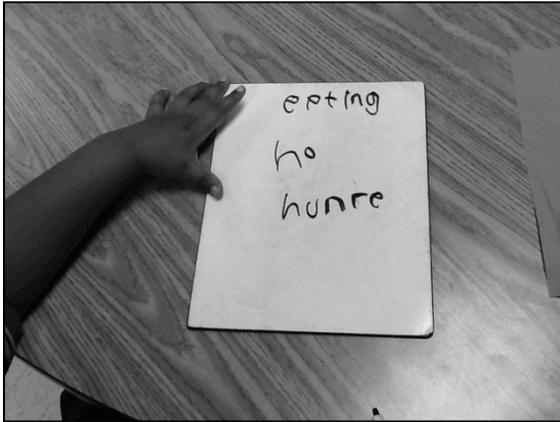
---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

**Lessons Learned**

- Types of words to select
- Child's written attempt - optional
- **Deepened understanding about self-monitoring and visual searching**

---

---

---

---

---

---

---

---

### Thinking Through a Word

(Called Modified Cloze Procedure [MCP] in initial study)

- "insight to how the child solves unknown words." (I<sub>6</sub>)
- "the MCP helps children with developing choices and forces integration of sources of information when parts (of the word) are revealed" (I<sub>5</sub>)
- "good for the procedure" (I<sub>4</sub>)
- "I think MCP has really helped me "make connections" with students when they read." (T<sub>2</sub>)
- "Able to see students thinking with words... I gained so much information with our conversations about what the words could be." (T<sub>5</sub>)
- "This strategy has helped me teach them how to look through the word when making an attempt." (T<sub>6</sub>)

---

---

---

---

---

---

---

---

### Sight Vocabulary

1. Proficient readers recognize almost all the words they read quickly as known patterns without shifting attention from the process of constructing meaning to word recognition.
2. Novice readers need to gradually come to recognize all the words in their oral language as sight words.
3. High progress students will rapidly increase their sight vocabulary by engaging in meaningful reading and writing activities with a little support from word study activities.
4. Low progress students will need more support learning how words work to support acceleration in sight vocabulary during reading and writing.

---

---

---

---

---

---

---

---

### Steps to Introduce Sight Words

1. Say the word and have children repeat it.
2. Segment and count the sounds in the word.
3. Show the word and chant the spelling.
4. Count the letters in the word.
5. Discuss how the letters and sounds are related (phoneme mapping).
6. Provide practice reading and spelling the word in isolation and in context.

(Based on Comprehensive Literacy Solutions)

---

---

---

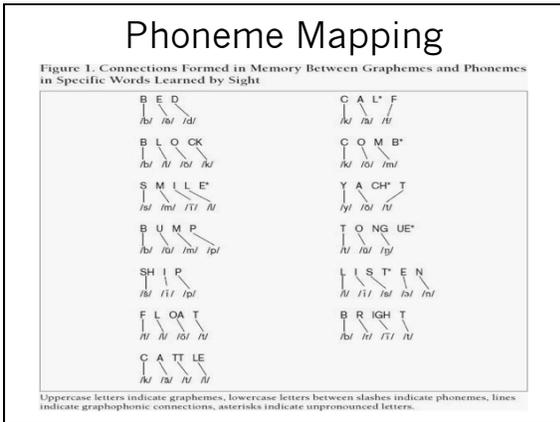
---

---

---

---

---




---

---

---

---

---

---

---

---

### Making Words Activity

1. This word study activity support phoneme mapping and helps novice readers understand how letters and words work.
2. The teacher directs the class or small group to change from one word to the next helping students discover how sounds relate to orthographic patterns.
3. See handout or books by Patricia Cunningham for more information on this procedure.

---

---

---

---

---

---

---

---

### Words in Cupcakes

1. cupcakes 2. cupcake 3. accuse 4. puces 5. paces 6. ukase 7. scaup 8. spake 9. pecks 10. speak 11. pukes 12. cause 13. pucks 14. space 15. packs 16. cusec 17. speck 18. peaks 19. capes 20. scape 21. cukes 22. pause 23. cakes 24. pucka 25. sauce 26. sack 27. ecus 28. cues 29. spae 30. cusp 31. cepe 32. peak 33. kaes 34. supe 35. case 36. pace 37. peas 38. keas 39. skep 40. cask 41. pack 42. cups 43. spue 44. cake 45. apse 46. skua 47. suck 48. peck 49. puke 50. cape 51. kues 52. sake 53. keps 54. pacs 55. aces 56. ceca 57. scup 58. pecs 59. puce 60. apes 61. pase 62. upas 63. ukes 64. spec 65. cusk 66. puck 67. auks 68. cuke 69. caps 70. use 71. kea 72. eau 73. suk 74. pac 75. auk 76. sup 77. uke 78. sea 79. cep 80. kae 81. sec 82. cap 83. sac 84. pes 85. kep 86. sae 87. ecu 88. cue 89. pas 90. ska 91. kas 92. ask 93. spa 94. kue 95. ups 96. sap 97. cup 98. asp 99. ape 100. sue 101. sau 102. pea 103. ace 104. pus 105. pec 106. up 107. us 108. ae 109. ka 110. pa 111. es 112. pe 113. as

Word Generator: <http://www.wineverygame.com/>

---

---

---

---

---

---

---

---

**Phase One: Making Words**

1. Use 2 letters to spell the word up.
2. Change 1 letter to spell us.
3. Add a letter you don't hear to spell use.
4. Move the same letters to spell the name Sue.
5. Change 1 letter to spell cue.
6. Change 1 letter in cue to spell cup.
7. Change the vowel to spell cap.
8. Add a silent letter to change cap to cape.
9. Change 1 letter to spell cake.
10. Change 1 letter to spell sake.
11. Change the last two letters to spell sack.
12. Change 1 letter to spell pack.
13. Change the last letter to spell another 4 letter word pace.
14. Add 1 letter to spell space.
15. I have just one word left. It is the secret word you can make with all your letters. See if you can figure it out.

viii 43  
Cunningham & Allington, 2011, pp. 78-79

---

---

---

---

---

---

---

---

**Phase Two & Three: Making Words**

**Phase Two**

1. Sort words by spelling pattern.
2. Build understanding that words with the same spelling pattern from the vowel to the end of the word usually rhyme.

**Phase Three (Transfer)**

1. Spell some new words using sorted patterns
2. Read some new words using sorted patterns

viii 44  
Cunningham & Allington, 2011, pp. 78-79

---

---

---

---

---

---

---

---

**Attempting the New Book**

Children solve new challenges including multisyllabic words within more difficult texts at speed, working with clusters of letters. Smoothly operating reading systems produce evidence of how the system is becoming self-extending.

Clay, 2005, LL1, p. 51

---

---

---

---

---

---

---

---

## Taking Words Apart While Reading Continuous Text

The goal of all forms of word analysis for the reader is to be able to take words apart, on the run, while reading

- unexpected known words
- partially familiar words still being learned
- and new, unknown words.

Clay, LL2, p. 132

---

---

---

---

---

---

---

---

## Names Test

Jay Conway	Stanley Shaw
Tim Cornell	Wendy Swan
Chuck Hoke	Glen Spencer
Yolanda Clark	Fred Sherwood
Kimberly Blake	Flo Thornton
Roberta Slade	Grace Brewster
Homer Preston	Ned Westmoreland
Gus Quincy	Ron Smitherman
Cindy Sampson	Troy Whitrock
Chester Wright	Vance Middleton
Ginger Yale	Zane Anderson
Patrick Tweed	Bernard Pendergraph

(Cunningham, RT, 1990, pp.124-129)

---

---

---

---

---

---

---

---

## Early Names Test

Rob Hap	Jen Dut
Jud Lem	Jake Bin
Ray San	Sid Gold
Pat Ling	Frank Lug
Tim Bop	Grace Nup
Brad Tash	Beck Daw
Trish Mot	Gus Lang
Fred Tig	Lex Yub
Bab Furn	Ross Quest
Kate Tide	Dane Wong
Brent Lake	Tom Zail
Flip Mar	Gail Vog
Jet Mit	Rod Blake
Rand Lun	Tag Schick

Mather, Sammons, Schwartz, RT, 2006

---

---

---

---

---

---

---

---

## Student/Teacher Learning

"um, on page 9, which I was kind of happy with this, because this is something that we want her to do, is to look further visually, and so on page 9, the text was "'The waves are big today,' said Mom. 'Come on Sam, home we go' and when she got to that 'home' part, she said 'here' but she stopped, of course, if she had continued 'here we go' that makes sense. you know, but she stopped at "here when she said 'here' at the word "home," went back to, I guess, try to pull it all together because she realized "here" didn't, that didn't look like 'here' she didn't see that r in there, and so she went back and to the line above and said 'Come on Sam, home we go.' So she was able to self-correct on that repeat. So I was really excited."

---

---

---

---

---

---

---

---

## Collaboration -

### Aligning Instructional Practices

- "Discussing progress is valuable time spent in planning next steps and assuring we are on the same page." (I<sub>1</sub>)
- "By collaborating, I<sub>7</sub> and I were able to provide the best strategies to teach the child." (T<sub>7</sub>)
- "I can pinpoint his needs more specifically." (T<sub>3</sub>)
- "I've seen progress with the two of us doing the same thing, there was more bang for the buck!" (I<sub>10</sub>)
- "With the teacher and I having common goals it is a double dose to the child for what he is supposed to do." (I<sub>10</sub>)
- "taking more time to reflect on the teaching and the children's reading in both places." (T<sub>8</sub>)
- "being able to discuss the child's growth was great and compare the similarities in our practices" (I<sub>6</sub>)

---

---

---

---

---

---

---

---

## Collaboration -

### Learning From One Another

- "I learned what her hesitations and insecurities were about teaching reading." (I<sub>1</sub>)
- "as a first year teacher, it gave me a chance to ask questions." (T<sub>4</sub>)
- "Working through this process gave me the opportunity to ask questions and learn from my partner and her experience." (T<sub>4</sub>)
- "like hearing each other's teaching points" (T<sub>8</sub>)
- "I learned that she is a hard worker and wants to learn all she can - very open-minded" (I<sub>2</sub>)
- "She is very willing and eager to get students moving." (I<sub>3</sub>)
- "I have also learned new strategies to use when teaching my GR groups." (T<sub>3</sub>)

---

---

---

---

---

---

---

---

### Collaboration - Increased Expectations

- "As a teacher, I have more confidence when I see the RR teacher and I see the same issues and we discuss them." (T<sub>2</sub>)
- "I have more confidence and I am more comfortable in my teaching." (T<sub>4</sub>)
- "I gained so much needed knowledge and help. I<sub>4</sub> is always willing to help and answer my questions. She gives me examples and has shown me sample lessons to help me be more comfortable with guided reading." (T<sub>4</sub>)
- "When you take the time to reflect and collaborate the payoff benefits the child." (I<sub>1</sub>)
- "I feel like I really understand what he does and why. I also know what he does in different places and with different people." (I<sub>4</sub>)

---

---

---

---

---

---

---

---

### Establishing an Activity Setting for Professional Learning

- An activity setting involves two or more people coming together over a sustained period of time to achieve a particular goal.
- Actions within the setting are mediated by a set of practices and tools that support development toward the goal.

(Grossman, Smagorinsky & Valencia, 1999)

---

---

---

---

---

---

---

---

### Activity Settings

- RR Professional Development Opportunities
  - Behind the Glass
  - University Course
  - School/Coaching Visits
  - Daily One-to-one Instruction
- Tools – Observation Survey, Daily running records, Literacy Lessons Designed for Individuals
- Comprehensive Literacy Approach
  - PD & Collaborative Sessions
  - Tools – Record of Reading, Thinking Through a Word

---

---

---

---

---

---

---

---

### When do Children Become Self-Extending?

An early intervention for the lowest-achieving six-year-olds cannot aim to bring its children to the ultimate status of the good silent reader whose reading improves because he reads and whose writing improves because he writes. Those are the accomplishments of successful children in their third or fourth year of school.

Clay, LL1, p. 52

---

---

---

---

---

---

---

### Improving Teaching & Learning

**Successful and sustainable improvement can therefore never be done *to or even for* teachers. It can only ever be achieved *by and with* them.**

(Hargreaves & Fullan, 2013, p. 45)

---

---

---

---

---

---

---

### **Transition from Word to Comprehension Monitoring**

Literacy activities can become self-managed, self-monitored, self-corrected and self-extending for most children, even those who initially find the transition into literacy hard and confusing.

Clay, 1991, BL, p. 345

---

---

---

---

---

---

---

### Pause & Ponder

1. Think about your favorite ways to teach letter-sound knowledge. How would the *Thinking Through a Word* routine help your students to apply this knowledge while reading?
2. Why might an English language learner have no difficulty reading the word *went* in one of the following sentences but not in the other? *The farmer went home.*  
*The cow went moo.*
3. Why might it be difficult for a child to use their word recognition skills to read a new vocabulary word that was unfamiliar in their oral language? For example, "She was the *epitome* of an effective fourth grade teacher."
4. Some teachers when trying to initially implement the *Thinking Through a Word* routine decided to reveal the covered word letter-by-letter, instead of as two parts. Why might this be confusing for a word like *teach*?

---

---

---

---

---

---

---

---

### Take Action!

1. Try the steps described for the *Thinking Through a Word* routine with students between a kindergarten and third grade reading level.
2. Encourage discussion at each point in the procedure. Use different grouping and sharing formats to allow all students to participate in the prediction and monitoring components.
3. Don't write the group's predictions on the board. You want students to think about sounds to suggest letters they expect to see when you uncover the rest of the word.
4. Look for opportunities to draw attention to known vowel patterns or analogies to known sight words for monitoring predictions. For example, if they predict the covered word is *ghost*, it might end like *most* or *toast*.
5. Look for transfer as students read texts orally in reading conferences or guided reading groups. Engage students in talk about how they have used these procedures while reading independently.

---

---

---

---

---

---

---

---

Thank You!  
for handout e-mail  
rschwart@oakland.edu

**More to Explore**

Schwartz, R. M. (1997). Self-monitoring in beginning reading. *The Reading Teacher*, 51(1), 40-48.

Schwartz, R. M. (2005). Decisions, decisions: Responding to primary students during guided reading. *The Reading Teacher*, 58(5), 436-443.

Schwartz, R., & Gallant, P. (2009). Literacy learning and instruction: In search of complexity. *Journal of Reading Recovery*, 8(2), 61-65.

Schwartz, R. M. (2015). Why not sound it out? *Journal of Reading Recovery*, 14(2), 39-46.

---

---

---

---

---

---

---

---