DOCUMENT RESUME

ED 437 616 CS 013 828

AUTHOR Fountas, Irene C.; Pinnell, Gay Su
TITLE How and Why Children Learn about Sounds, Letters, and Words in Reading Recovery Lessons.
INSTITUTION Reading Recovery Council of North America, Columbus, OH.
PUB DATE 1999-00-00
NOTE 12p.
PUB TYPE Guides - Classroom - Teacher (052) -- Journal Articles (080) -- Reports - Research (143)
JOURNAL CIT Running Record; v12 n1 p1-6,10-11,13-14 Fall 1999
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Beginning Reading; Classroom Research; *Classroom Techniques; Learning Activities; *Learning Processes; *Literacy; Primary Education; Word Recognition
IDENTIFIERS Lesson Structure; *Orthography; Phonological Awareness; *Reading Recovery Projects; Word Learning

ABSTRACT

This article takes a look at Reading Recovery lesson elements to compare the teaching and learning within the lesson components to several areas of learning that have been identified at the national level as important to children's literacy learning. The lesson elements examined in the article are: (1) phonological awareness; (2) orthographic awareness; and (3) word learning in reading and writing. The article states that the first two areas of knowledge, and the way they are interrelated, contribute to young children's growth in the ability to solve words while reading for meaning, while the third area strongly supports learning in the first two areas and also helps to accelerate early learning in literacy. These elements together contribute to the child's development of a larger process in which the reader uses "in-the-head" strategies in an efficient way to access and orchestrate a variety of information, including meaning and language systems, with the visual and phonological information in print. The article provides a definition and description of each of the three foundational components of early literacy. It describes and discusses seven components of the Reading Recovery lesson, identifying within each the potential for supporting children's learning in the areas of phonological awareness, orthographic awareness, and word recognition. Contains 3 figures and 15 references. (NKA)

How and Why Children Learn about Sounds, Letters, and Words in Reading Recovery Lessons

Irene C. Fountas
Gay Su Pinnell

READING RECOVERY COUNCIL OF NORTH AMERICA

The Running Record

A Review of Theory and Practice for Reading Recovery Teachers

Fall 1999 • Volume 12 • No. 1

In This Issue ...

The Running Record
Published by RRCNA
1929 Kenny Rd., Suite 100
Columbus, OH 43210
www.readingrecovery.org

***The Running Record* is published twice a year (Fall and Spring).**

Submission of articles, teaching anecdotes, and poetry are welcome; all submissions will go through a review process. Please enclose 3 copies of each submission, a photograph (non-returnable) and a self-addressed, stamped envelope for correspondence. Photos will be used on a space available basis. Send submissions to:

Judith C. Neal, Editor
The Running Record
California State University, Fresno
School of Education & Human Development
5005 N. Maple, M/S 202
Fresno, CA 93740-8025
FAX (559) 278-0376
mail judithn@csufresno.edu

How and Why Children Learn about Sounds, Letters, and Words in Reading Recovery Lessons

Irene C. Fountas
Trainer of Teacher Leaders
Lesley College
Cambridge, Massachusetts

Gay Su Pinnell
Trainer of Teacher Leaders
The Ohio State University
Columbus, Ohio

Meeting national goals for literacy achievement means teaching *all* children, a challenging task since some, for a variety of reasons, require more teaching than others. A key to meeting this challenge is early intervention that catches students before they fail and before they fall so far behind their peers that they cannot profit from classroom instruction (Torgeson, Wagner, & Rashotte, 1997).

It makes sense to design our interventions in a way that is consistent with what we know from research about "what works" for young children who find reading and writing difficult to learn. Well designed and delivered interventions are worth the investment of resources. Reading Recovery is a research-based program that is designed to support young children to build effective reading and writing processes (Askew, Fountas, Lyons, Pinnell, & Schmitt, 1999). We teach those children who have been identified as the lowest achievers in their classes, and we work with them intensively until they become independent readers and writers.

Marie Clay's original research on young readers was the impetus for the design of the Reading Recovery lesson. Since the initial design, Reading Recovery procedures have been continually refined in response to Clay's research as well as other research from many different perspectives.

In this article, we take a look at Reading Recovery lesson elements in order to compare the teaching and learning within the lesson components to several areas of learning that have been identified at the national level as important to children's literacy learning. These elements are: (1) phonological awareness; (2) orthographic awareness; and, (3) word learning in reading and writing. The first two areas of knowledge, and the way they are interrelated, contribute to young children's growth in the ability to solve words while reading for meaning. The third area strongly supports learning in the first two areas and also helps to accelerate early learning in literacy. These elements together contribute to the child's development of a larger process in which the reader uses in-the-head strategies in an efficient way to access and orchestrate a variety of information, including meaning and language systems, with the visual and phonological information in print.

A recent book, *Preventing reading difficulties in young children* (Snow, Burns, & Griffin, 1998), reports the findings of the National Committee on the Prevention of Reading Difficulties in Young Children. The committee reported that reading interventions should provide a strong foundation for these young learners, including the development of phonemic awareness, orthographic awareness, familiarity with words, and important concepts about print. Reading Recovery is designed to build this strong foundation.

An important observation is that young readers who have difficulty are mostly of average intelligence, and they may have

continued on next page

How and Why Children Learn ...

continued from previous page

problems resulting from multiple and differing causes. They require one-on-one instruction from a teacher who is able to use a balanced range of approaches in an intensive and individualized way. With appropriate intervention, almost all children experiencing difficulty can learn to read, provided instruction is intensive and begins early (Vellutino, Scanlon, Sipay, Small, Pratt, Chen, & Denckla, 1996). Reading Recovery is a multi-dimensional intervention that allows us as teachers to tailor instruction to the needs of these highly diverse individual children.

In Reading Recovery lessons, children learn letter-sound relationships in several different ways, and they are taught to apply that knowledge in carrying out real reading and writing tasks. Different components of the lesson foster the use of sounds and letter correspondence; however, all instruction is directed toward helping children learn 'how words work' and for the automatic, rapid recognition of words while reading for meaning. As Pressley (1998) writes:

> **We ... are taken by Clay's (1991) positions on the importance of visual processing of words and attention to word sounds and parts. Clay argues for teaching children to attend carefully to words, analyzing the words into parts that can be sounded out, but also emphasizes that the decodings that result should be cross-checked with other information (i. e., syntactic and semantic-contextual cues) to determine whether the word as decoded makes sense (p. 177-178).**

In the section below, we provide a definition and description of each of the three foundational components of early literacy (given above and referenced to Snow, Burns, & Griffin, 1998) with reference to their research base.

Foundational Components of Early Literacy

1. Phonological awareness: Hearing sounds in words.

When children develop phonological awareness, they become sensitive to the sounds that they hear. They recognize that spoken words consist of a sequence of sounds. They can hold up language and its sounds to conscious observation and analysis. They can tell when words start like other words or end like them. Awareness of the sounds in words is a strong predictor of reading achievement (Lomax & McGee, 1987). Phonemic awareness (sometimes called *phoneme awareness*) is the ability to hear individual phonemes in syllables. "*Phonological awareness*, or *phonological sensitivity*, is the ability to attend explicitly to the phonological structure of spoken words, rather than just to their meanings and syntactic roles. This metalinguistic skill involves treating language as the object of thought rather than merely using language" (Snow, Burns, & Griffin, p. 111).

2. Orthographic awareness.

The *orthography* of language refers to the spelling system—the letters and letter clusters that represent the sounds and words of the language. *Orthographic awareness* refers to the child's ability to perceive the features of letters and to recognize visual patterns. The *distinctive* features of a letter are those that distinguish it from every other letter, for example, the tall or short stick, the circle or "tunnel," or the "tail."

The alphabet is the basic tool of the reader and writer; all words in our system are based on this limited set of graphic signs. To identify letters, a basic foundational skill, the child must learn to notice the features (very small differences) that distinguish one letter from another. The *grapho-phonic* relationship refers to the relationship between the oral sounds of the language and the letters or clusters of letters in written language that represent those sounds. The ability to identify distinctive features of letters must be established before a child can attach names or sounds to letters.

3. Word Learning

In the earliest stages of learning to read, students do not have in place the skills needed for phonological decoding systems; so, they must often read words by sight [recognizing the particular visual patterns of the letters that make up the

continued on next page

How and Why Children Learn ...

continued from previous page

word] (Ehri, 1991). These early sight words are very helpful to students as they learn more about word identification strategies. Children who know how to recognize letters and have a small body of words they can read, move more easily to the application of letter-sound relationships to the reading of words (Ehri & Wilce, 1985). Moreover, it appears that the more words an individual knows and recognizes, the easier it is to learn more words. As children go beyond the early stages of learning to read, we would expect an acceleration in their word learning because they have learned *ways of learning words*. Rapid, automatic word recognition is related to competent, fluent reading with understanding (Stanovich, 1991). For fluent reading with understanding, readers need instant recognition of about 95% of words seen in text (Adams, 1990).

We have included word recognition and word learning here because these processes are intricately related to phonological awareness, orthographic awareness, and the use of phonographic relationships. The first words children learn are important exemplars for them as they become aware of the patterns of letters in words. When a child has read a word several times, it becomes more available to him/her phonologically (Clay, 1991). The child has said the word many times and has had opportunity to think about the sounds. Also, the child has had the opportunity to connect the word with visual information while saying it.

Building Foundational Concepts Across the Reading Recovery Lesson

We will describe seven components of the Reading Recovery lesson, identifying within each the potential for supporting children's learning in the areas of phonological awareness, orthographic awareness, and word recognition.

In presenting this discussion we recognize that we are focusing on knowledge of words and how they "work," which is *only a part* of the processes of reading and writing. It is useful for Reading Recovery teachers to think about concepts like phonological awareness and letter-sound relationships within words, for these terms are popular in today's discussions of literacy. We should not forget, however, that when we talk about reading, we mean the processing of continuous text with a focus on meaning. Children in Reading Recovery develop knowledge in many separate but interrelated areas; but the ultimate goal of the lesson is to help them use many different kinds of information in an integrated way to construct meaning from print. Effective teaching is designed to build knowledge while also creating many opportunities for children to use knowledge, such as letter-sound relationships, during the reading of continuous text.

Familiar Reading

Reading familiar material helps children bring together their growing information about print with the language and meaning of the stories that they read. While reading continuous text, the reader uses visual information to monitor or check on himself, to self-correct, and to search for information to solve words. In addition, during familiar reading, the reader is constantly recognizing known words and thereby is growing more automatic and fluent in the process. For example, in the following example from Kyla's familiar reading of *Sally's New Shoes* (Smith, 1996), Kyla read accurately, with rapid word recognition, the first two pages of the story.

Child:
[p. 1] I'm going to walk in my new shoes.
[p. 2] I'm going to run in my new shoes.
[p.3] I'm going to ... (stops and appeals).
Teacher: [Demonstrates by reading] I'm going to j-
Child:
[p. 3] [Rereads first part of sentence] I'm going to jump in my new shoes.
[p. 4] I'm going to (stops and appeals).
Teacher: [Demonstrates by reading] I'm going to h-
Child:
[p. 4] [Rereads first part of sentence] I'm

continued on next page

How and Why Children Learn ...

continued from previous page

going to h- hop in my new shoes.
[p. 5] I'm going to c-, I'm going to climb in my new shoes.
Teacher: The first letter helped you didn't it?
Child:
[p. 6] I'm going to dance in my new shoes.
[p. 7] A | I'm not going to But | T
[p. 8] ...swim in my new shoes.

Kyla recognized many words correctly, with the support of meaning and repetitive language. She was beginning to use her knowledge of letter-sound relationships to help her with unfamiliar words. Her teacher showed her by demonstrating the technique of rereading the sentence and sounding the first letter of the word. After two demonstrations, Kyla took on the technique for herself. At the word *but*, she again appealed to the teacher and was told the word. After the reading, the teacher turned quickly to some of the pages in the book and asked Kyla:

- "Find the word *to* on this page;
- "Find the word *in* on this page; and,
- "Find the word *but* on this page."

She was asking the child to find two familiar words and one unfamiliar word. She was reinforcing Kyla's ability to attend to the features of a word that is surrounded by other words in continuous text.

Then the teacher said, "*But* begins with an upper case *b* on this page, doesn't it?" Then, she took magnetic letters and asked Kyla to make the word *but* with both a lower case and upper case *B*. In these ways, she was teaching Kyla about the orthography of the word.

In familiar reading, Reading Recovery teachers show children how to use their growing awareness of phonological and orthographic features to check on their own reading. Kyla quickly recognized many words; rereading known text gave her an opportunity to grow more automatic in that recognition. The orthography of high frequency words was becoming more available through reading them many times in a familiar text. This growing automaticity allowed her to give more attention to learning new things such as making attempts at less familiar words by using the first letter.

Reading Yesterday's New Book—The Running Record

Every day, Reading Recovery teachers take a running record while the child independently reads a book for the second time. Yesterday, Kyla's new book was *Little Pig* (Meiser, 1990). Figure 1 shows part of the teacher's running record.

Kyla read *Little Pig* with 94% accuracy, indicating that the book was well within her range for learning. After the reading, the teacher made the following points:

Interaction 1
Teacher: [turns to page 2] Read this part again.
Kyla: [reading] "Go home," said the chickens.
Teacher: That would make sense. This time, when you come to this word, make the sound of the first letter.
Kyla: [reading again] "Go home," said the hens.
Teacher: Now that makes sense and looks right. You can use the first letter to help you with tricky words.
Interaction 2
Teacher: [turns to page 6] Let's do this part together. If you come to a tricky part, use the first letter. [reads with child] "Go home," said the butcher. [teacher drops out]
Kyla: [reads] or I'll m-make you into sausages.

Figure 1

continued on next page

Text: *Little Pig* (Melser, 1990)	Running Record
2. "Go Home,"	√ √
said the hens.	√ √ chickens
"No," said Little Pig.	hens
	√ √ √ √
3. "Go Home,"	√ √ √
said the ducks.	√ √ √
"No," said Little Pig.	√ √ √ √
4. "Go Home,"	√ √
said the cows.	√ √ √ √
"No," said Little Pig.	√ √ √ √
5. "Go Home,"	√ √
said the sheep.	√ √ √
"No," said Little Pig.	√ √ √ √
6. "Go Home,"	√ √
said the butcher.	√ √ b- Rb- A
	butcher |T
7. "or I'll make you into	√ I √ turn √ √
sausages."	I'll make
	√
8. "Yes, I will,"	√ √ √
said Little Pig	√ √ √

How and Why Children Learn ...

continued from previous page

Teacher: I like the way you worked out that word *make.*

Again, we see that Kyla can recognize most of the words in the text quickly and easily. The high frequency words are: *go, said, the, no, you, into, yes, I, will.* The teacher called attention to letter-sound relationships that will be helpful for the child to use in coordination with meaning and language for less familiar words. She called on the child to use a strategy that she had successfully used in familiar reading—that of making the sound of the first letter of the word. Here, the teacher showed the child how to apply what she did in familiar reading to a problem-solving situation in fairly new text that had been read without the benefit of teacher assistance.

Letter Identification/Making and Breaking

Working with letters is an integral part of Reading Recovery lessons. Teachers work to ensure that, very early in the program, children learn how to look at letters, distinguish one from another, learn their names and associated sounds, learn to notice letters within words, and produce all of these responses with speed. According to Clay (1993), "The child must learn to attend to the details in print, respecting the rules of direction, the order or sequences of letters, and the order of words. Some children, finding this difficult or tedious, coast along on their language skills and pay as little attention to the detail of print as they can get away with" (p. 23).

Reading Recovery teachers begin with the known set of letters and work for expansion of children's letter knowledge. In early lessons, teachers work to help children "gain footholds" in print by learning letters and some simple words. For children with very low letter knowledge, teachers use movement (motor) and, if necessary, verbal and visual approaches to help the child remember letters. Children

- write letters;
- construct their own alphabet books (recording their own knowledge to date);
- work extensively with magnetic letters which, because they are three-dimensional, lend themselves to feeling shapes and manipulating these smallest units of language.

After taking a running record on yesterday's new book, teachers always work with magnetic letters. The letters are overlearned in order to help children develop the fast, automatic responses that will be required for word recognition and word solving while reading continuous text. This section of the lesson is short and is preceded by and followed by many whole word and whole text experiences (see Clay, 1993, pp. 23-27).

Following the running record, Kyla's teacher placed 25 lower-case magnetic letters, with duplications of individual letters, on the chalkboard and asked the child to work with them. This work with letters gives children practice in quickly distinguishing the features of the letter forms (orthographic awareness). The teacher pulled out a letter and said, "Find all the letters like this." This exercise prompted Kyla to look closely at the particular letter, think about its distinguishing features, and then look for those same features in other letters. The exercise was repeated twice with four different letters. This letter work takes only one to two minutes and is typical of Reading Recovery lessons for children who are not fluent and flexible with print. Letter work is continued as long as the child needs it.

Next, the teacher made the word *cat*, saying, "What's this word?" Kyla answered, "Cat." The teacher made the word *sat* with magnetic letters and placed it under the word *cat* saying, "*Sat* is like *cat*, only the first letter is different."

In a similar manner, the teacher and Kyla worked with two more pairs, *can* and *man*, and *no* and *go*. Kyla was being taught that you can change the first letter of a known word to figure out a new word. The teacher was making the phonological and orthographic features of the words available to Kyla. The idea is to link the letters and sounds within a word, left to right. The child is encouraged to say the words, hearing the sounds in sequence, and to coordinate this action with the letters (hence, linking sound sequence with letter sequence). The goal is to learn how "words work."

Writing a Story

In this lesson component, the child first composes and then is assisted in writing a message or story in a writing book, with some words selected by the teacher for closer examination using the "practice page." Children are taught to articulate words slowly, listening for sounds and connecting sounds with letters. In the first lessons, the child is encouraged to articulate and hear the word in the *absence of letters*; he uses counters which are pushed into boxes drawn on the practice page by the teacher. At first, teachers use a box for every phoneme or sound; but as the child learns more about the structure of words, the teacher begins to use a box for every letter. Teachers ask questions such as, "What else can you hear?" or, "What can you hear at the beginning?" Children move from using simple letter-sound combinations to more complex ones. They learn to analyze the new words one wants to write and to use letters, sounds, and spelling patterns to do so. They also use analogy, making connections between known words and words they want to get to.

Another way children work with words is writing words several times and developing a way of studying and remembering words by noticing the sequence of letters. In this way, the child can add to his growing knowledge of particular words. The words that the teacher selects to teach to children are:

- words with high utility;
- words which occur most often in the language;
- words needed often in writing;
- words the child almost knows that a little more practice will bring to overlearning (Clay, 1993, p. 30).

In the lesson we discuss here, Kyla composed this sentence: *My dog likes to eat candy in the night.* (See Figure 2.)

The teacher said, "What's the first word?"

Kyla said, "My," and quickly wrote *mi* for the word *my*.

The teacher said, "It sounds like that, but this is how it looks." She covered the *i* with correction tape and wrote *y*. She asked Kyla to write the word *my* several

continued on next page

How and Why Children Learn ...

continued from previous page

times quickly in different places on the practice page. Then, she asked Kyla to come to the chalkboard and make *my* with magnetic letters, mixing it up and having Kyla assemble it three times. Kyla sat down, read *my* as written correctly and she continued her writing.

The word *dog* was new for Kyla. The teacher drew three boxes on the practice page and asked Kyla to say the word slowly while pushing markers into the boxes, a technique which she had previously taught her. Kyla said the word slowly and pushed the markers as she made the appropriate sounds of the word. This action illustrates that she was learning to coordinate her articulation of sounds with movement. This exercise helps children become sensitive to the sounds (phonemes) of individual words and to examine them and their location within words.

Kyla identified *d* as the first sound of the word and wrote it in the first box. She then identified *g* as the final sound and knew the box in which to place the letter. The teacher wrote the *o* in the middle box, and Kyla wrote *dog* in her story. *Eat* and *night* were also constructed with the support of boxes. For *eat*, two boxes were used (for two sounds). Kyla identified and wrote the *e* and the *t*, and her teacher filled in the *a*. For *night*, three boxes were used (for three sounds). Kyla wrote the *t* first and then the *n* and the *i*. The sounds of each word were said slowly, without segmenting, in a way that helped the child to identify them. The use of sound boxes, as these examples illustrate, allows children to isolate phonemes in individual words and think about letter-sound relationships.

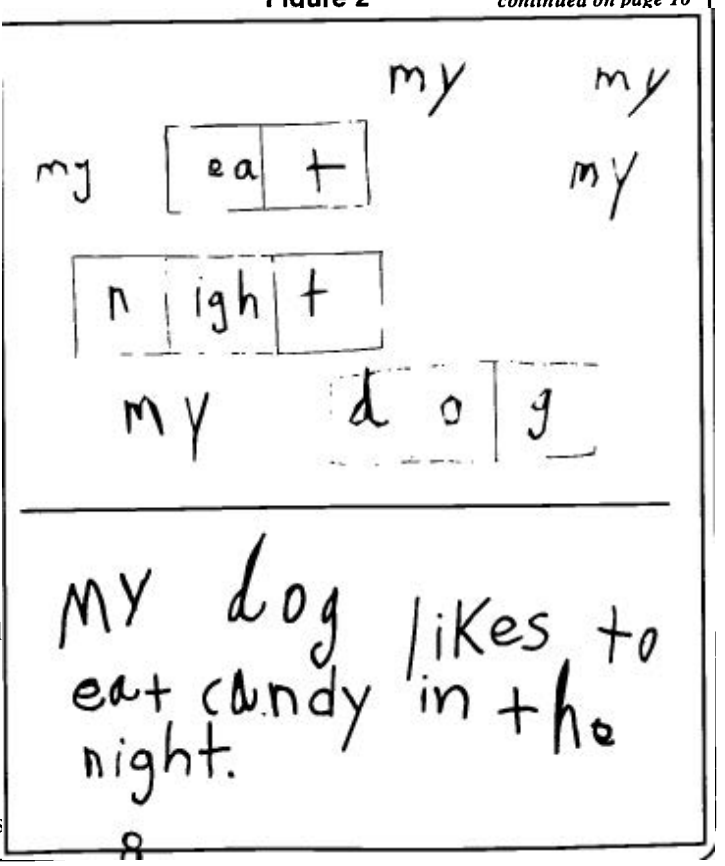
Continuing with her story, Kyla quickly wrote the known words *to* and *the*; the teacher wrote the word *in*. For the word *candy*, her teacher asked her to first clap the word. Kyla correctly identified the first part as *can*. The teacher said, "Write the word *can* that you know and then I'll show you something." After Kyla wrote *can*, the teacher wrote *dy* to make it *candy*.

Clapping words helps children think of words in parts and makes the phonological aspects of syllables more available to them. In this case, the action allowed Kyla to identify a phonological part that she knew and to connect it to a word she knew: she used a known word to get partway towards writing a new word.

While writing a message, Kyla was explicitly shown how to analyze sounds in words and to connect phonemes to the grapheme patterns that represent them. She also learned some very useful high frequency words. As children learn even a few words, they begin to see similarities between words. They encounter the same letters and clusters of letters over and over, noticing that certain letter sequences appear in words. In this way, building a repertoire of words that the child knows in great detail is extremely helpful.

Figure 2

continued on page 10



How and Why Children Learn ...

continued from page 6

With this goal in mind, early in children's programs, teachers work to extend knowledge of words by having children make words with magnetic letters, trace words, and write words. Teachers work for full control of the word and then for flexibility with the word by having children construct words with different materials (magnetic letters, chalk, water, paintbrush, finger on desk, white board, marker, etc.) as well as in different places. These procedures help children to develop a "program" for a word, one that will allow them to order the letters in sequence with a minimum of attention (Clay, 1993).

Cut up Sentence

Writing and reading are connected when the teacher writes the child's message on a sentence strip and then cuts it apart, word by word, for the child to reassemble. This activity provides opportunity for practicing many requisite literacy skills, such as early behaviors like word-by-word matching. It promotes, also, the connections between letters and sounds, for now the child is saying each word (from the memory of their own language just reconstructed in print) and visually scanning the available choices (words) for identifying the "match" for the word they are saying.

Kyla put together her sentence, *My dog likes to eat candy in the night*, left to right, rereading to help her keep her place in the reconstruction. As a reading task, reconstructing the story enables the child to notice and locate the patterns that distinguish a word. Kyla reread and checked the message, making sure that the construction "made sense" and also "looked right."

Introducing the New Book

The introduction to the child's new book not only supports comprehension but also extends children's ability to use word recognition and grapho-phonic skills. In the earliest reading books, teachers direct children's attention to words within the simple texts that they are reading. The teacher will ask the child to locate known words; other "new and important" words will be located by first predicting what the child would see at the beginning of the word.

Kyla's new book was *The Merry-Go-Round* (Randell, 1996), a level three book. First the teacher pointed out the three characters, James, Nick, and Dad, in the illustrations and asked Kyla to say the names. Then she said, "This story is about a merry-go-round. Look, James and Nick are going to get up on one of the animals and ride. On this page (page 2), Dad is saying, 'Come here, James.' He wants them to look at the merry-go-round."

Later in the introduction, the teacher repeated and had Kyla say some of the tricky language of the book. For example:

"Come here, James."

"Come here, Nick."

"Here is a car, Nick."

"James is up on a pig."

"A horse, look,
A horse," said Nick.

Knowledge of the high frequency words *come, look, here,* and *up* had potential for helping Kyla monitor her reading. Kyla had previously read these words and written some of them; she knew the word *look* very well and had just learned the word *here*. Since *come* was important on page 1, the teacher had Kyla locate *come* on that page and say the phrase, "Come here."

Figure 3

Text: *The Merry Go Round*, (Randell, 1996)

	Reading and Teaching Interaction
2 "Come here, James," said Dad. "Come here, Kate." "Come here, Nick." "Look at the merry-go-round."	Kyla read the first two lines, pausing and appealing at the word *Kate*. The teacher told her the word. She read the fourth line accurately and them paused at *look*, making the sound of *l*, and then saying *look*, reading accurately to the end of the line.
4 "Look at James." "James is up on a pig."	Kyla read, "'Look at James. James is...". The teacher told her the word *up*.
6 "Look at Kate." "Kate is up on a duck."	Kyla read, "'Look at Kate. Kate is... Teacher, "That word is *up*." Kyla read, "Look at Kate. Kate is up on a duck."
8 Dad said, "Here is a car, Nick." "No," said Nick.	Kyla read, "Dad said, 'Come...Here is a car, Nick." and read accurately the rest of the page. The teacher said, "I like the way you fixed that."
10 Dad said, "Here is a plane, Nick." "No," said Nick.	Kyla read, "Dad said, Come...Here is a airplane, Nick." The teacher said, "That would make sense but check the first letter. It starts with a *p*." Kyla reread the sentence accurately. The teacher said, "Now that makes sense and looks right."
12 "A horse, look, A horse," said Nick. "Here is a horse."	Kyla read, "'A horse, look at a horse,' said Nick," inserting the word *at*. She read accurately the rest of the page.
14 James is up on a pig. Kate is up on a duck.	Kyla read accurately.
16 Nick is up on a horse.	Kyla read accurately.

continued on next page

How and Why Children Learn ...

continued from previous page

On page 4, the teacher said, "James is up on a pig," and had Kyla locate the word *up*, saying, again, "Yes, he is up on a pig, isn't he?" This interaction directed Kyla's attention to *up* since she would have to use this knowledge to help her over a tricky piece of language. Her teacher asked her to locate the known word *here* on page 8, saying, "*Here* starts with an upper case *H* on this page."

The teacher gave some special attention to page 12, saying, "Nick didn't like these other things on the merry-go-round but on this page, he found a horse. He's saying this: 'A horse, look, a horse.' Do you think he wants to get up on the horse?"

Kyla said, "Yes," and noticed that Nick was riding the horse on the last page.

In this introduction, the teacher provided a high level of support for Kyla's knowledge of language structure. She needed to have the meaning and the language readily available to her while engaging in word solving. Locating words helps children focus on visual aspects of words, again, making the grapho-phonological relationships more available to them. Each time the teacher asks a child to locate an unfamiliar word, the child is asked to say the word and think what s/he would expect to see. It is an exercise in coordinating knowledge of sounds (not only what you hear but how it feels in the mouth to produce that word) with letter patterns.

Reading the New Book

Following the introduction, the child reads the new book with the teacher's support. During this "first reading" (the following day, the child will read the book for a second time completely independently while the teacher takes a running record), another way the teacher draws attention to words within text is to notice children's errors and help them see the discrepancies between their oral reading and the words in the text. The teacher prompts to the error in a number of ways or provides needed information for solving a difficulty when the child stops. Because the text selected will have many known words along with a few new things to learn (Clay, 1993), the child will be able to monitor his reading as well as notice any discrepancies between what he says and what he sees (with the teacher's prompting) at the few points of difficulty. In these ways, he learns about how to search for more information to produce an accurate reading.

Some of the teaching interactions from Kyla's reading of *The Merry-Go-Round* (Randell, 1996) are displayed in Figure 3.

After the reading, the teacher continues her teaching interactions. Here, the teacher asked Kyla if she thought Nick was happy because he got to ride the horse and asked her what she would like to ride. After this brief conversation, the teacher turned back to page 4 and asked Kyla to find the word *up*. She then turned to page 10 and said, "What's this word?" [pointing to *here*.] Then she said, "You did some good reading work. When something made sense but didn't look right, you figured it out. *Come* would make sense, but you checked the letters."

All of these examples are for a child who is beginning a Reading Recovery program and should be considered within that context. For example, the means of searching for visual information beyond the use of a beginning letter/initial sound would change as quickly as possible in order for the child to make accelerated progress.

Phonological and Orthographic Awareness in Reading Recovery Lessons

Developing the ability to hear the sounds in words, to identify letters and recognize letter patterns, to use phoneme-grapheme relationships, and to learn words is explicitly recognized in the Reading Recovery program (Adams, 1990). In Reading Recovery lessons, children are taught how to use letter-sound relationships to construct words in writing and to analyze words while reading. In order to accomplish these com-

continued on page 13

How and Why Children Learn ...

continued from page 11

plex analyses, specific instruction is employed throughout the Reading Recovery lesson to help children think about the order of sounds in spoken words and to analyze words into sequences of sounds.

In one Reading Recovery lesson a child will reread familiar books (that are easy but still offer some word solving opportunities), a book read for the first time the previous day, and a new book that has been introduced by the teacher. In the process of reading, children learn to apply their skills at word solving. They learn to take words apart while reading, to use initial letters and final letters as a beginning point for a detailed analysis, to connect sounds with letters and clusters of letters, and to notice the inflections added to words, change the word and make it easy to recognize. They learn not only to use the relationships of sounds and letters or letter clusters, but also to attend to large chunks or groups of letters within words; thus, they learn to use all of their developing knowledge of spelling patterns. It bears repeating that these elements together contribute to the child's development of a larger process in which the reader uses in-the-head strategies in an efficient way to access and orchestrate a variety of information, including meaning and language systems, with the visual and phonological information in print.

Writing also helps children hear the sounds in words, think about the order of sounds in words, and represent sounds with letters and letter cluster. Writing slows down the process so that children can attend to the details of words as they construct them and learn how words "work." As writers, they make connections between oral and written language, learn to select topics and express their meanings.

Every day in Reading Recovery, children develop phonological and orthographic awareness and learn to make the connections they need to construct words in writing and to read words within continuous texts. The Reading Recovery lesson puts research-based concepts into action while the child is enjoying a meaningful one-to-one interaction with a highly-skilled adult and is reading and writing for meaning. This is the message we as Reading Recovery teachers need to be communicating in the face of renewed emphasis on these aspects of early literacy learning.

continued on next page

How and Why Children Learn ...

continued from previous page

References

Adams, M. (1990). *Beginning to read: Thinking and learning about print.* Cambridge, MA: MIT Press.

Askew, B. J., Fountas, I. C., Lyons, C. A., Pinnell, G. S., & Schmitt, M. C. (1999). *Reading Recovery review: Understandings, outcomes, & implications.* Columbus, OH: Reading Recovery Council of North America.

Clay, M. M. (1991). *Becoming literate: The construction of inner control.* Portsmouth, NH: Heinemann.

Clay, M. M. (1993). *Reading Recovery: A guidebook for teachers in training.* Portsmouth, NH: Heinemann.

Ehri, L. C. (1991). Development of the ability to read words. In Barr, R., Kamil, M. R., Mosenthal, P., & Pearson, P. D. (Eds.), *Handbook of reading research, Vol. II.* New York: Longman.

Ehri, L. C., & Wilce, L. S. (1985). Does learning to spell help beginners learn to read words? *Reading Research Quarterly,* 22, 47-65.

Lomax, R. G., & McGee, L. M. (1987). Young children's concepts about print and meaning: Toward a model of word reading acquisition. *Reading Research Quarterly,* 22, 237-256.

Melser, J. (1990). *Little pig.* Bothell, WA: Wright.

Pressley, M. (1998). *Reading instruction that works: The case for balanced teaching.* New York: The Guilford Press.

Randell, B. (1994). *The merry-go-round.* Ill. E. Lacey. Crystal Lake, IL: Rigby Education.

Smith, A. (1996). *Sally's new shoes.* Crystal Lake, IL: Rigby.

Snow, C. E., Burns, M., & Griffin, S. (Eds.) (1998). *Preventing reading difficulties in young children.* Washington, DC: Commission on Behavioral and Social Sciences and Education, National Research Council.

Stanovich, K. E. (1991). Word recognition: Changing perspectives. In Barr, R., Kamil, M. L., Mosenthal, P., & Pearson, P. D. (Eds.), *Handbook of reading research, Volume II.* New York: Longman.

Torgeson, J. K., Wagner, R. K., & Rashotte, C. A. (1997). Approaches to the prevention and remediation of phonologically-based reading disabilities. In Blachman, B. (Ed.), *Foundations of reading acquisition and dyslexia: Implications for early intervention.* Mahwah, NJ: Lawrence Erlbaum.

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Pratt, A., Chen, R. S., & Denckla, M. B. (1996). Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. *Journal of Educational Psychology, 88,* 601-638.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

CS 013 828

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: The Running Record

Author(s):

Corporate Source: The Reading Recovery Council of North America

Publication Date: Fall 1999

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☒

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Jean F Bussell

Printed Name/Position/Title: Jean F. Bussell, Executive Dir.

Organization/Address: Reading Recovery Council of North America
1929 Kenny Road Suite 100
Columbus, OH 43210-1069

Telephone: 614-292-1795

FAX: 614-292-4404

E-Mail Address: bussell.4@osu.edu

Date: 2/24/00

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: Indiana University
Smith Research Center
2805 E. 10th St. Ste. 150
Bloomington, IN 47408-2698

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: