

Speaker 1 ([00:04](#)):

Hello, welcome. We're so glad that you are here with us for our on demand session one three A building processing power variety and high volume reading. I'm Lynn Newmeyer, reader Recovery teacher leader, and this is my friend and colleague, district literacy coach and reading recovery teacher, Wendy Bele. We're both from the Rochester Community Schools in Rochester, Michigan. This whole idea for this topic came about through colleague conversation as we looked at our observation survey entry scores and we said, oh my goodness, we're gonna have an interesting year. And then we looked at each other and left and we said, every year's an interesting year. So what year would, what would we really like to dig deeper into this year? So we really were thinking a lot about the idea of variety and high volume reading because we were reading current research and thinking this might make a difference if we study this a little bit more.

([01:02](#)):

So our goals when we went back to study are included in this session and we hope that you'll be thinking about these goals as you watch this session. Today we're gonna reflect and revisit Clay's literacy processing theory. We're gonna share and consider research in the literacy field around variety, high volume reading and wide reading. And Marie can consider ways to arrange variety and volume reading within the reading recovery lesson and without it. And you can see by the boats we're gonna talk about roaming and early lessons. We're gonna plan for practicing inside and outside the lesson. We're gonna review the purposes and intention for familiar reading, reading a new book and writing and some of the procedures. And we're gonna look at using a tool to consider variety words for text and vocabulary opportunities. So at the end we'll talk about goal setting and commitment and hopefully you'll be able to link later on to our live engagement session.

([01:57](#)):

So first, let's go back and think about what Clay talks about as her definition for reading a literacy processing. It's one we all know well, but never hurts to go back and revisit it. So you can take a minute to read it while I'm talking about some of the key parts that she defines it as a message getting reading, she defines reading as message, getting problem solving activity and writing is a message sending problem solving activity. And they both come together to in to link invisible patterns of oral language with visible symbols that you see in reading. So that's her definition of reading. So what about literacy processing? We speak literacy processing all the time. We're always talking about when we make predictions of progress for our students. We write our observation survey summary. So let's just remind ourselves that we're thinking that Clay's sharing with us about the brain work that happens when we look at a page and see print and when we hear the language that we speak and messages are flowing in and out of those networks. And Clay said in the context of reading or writing, this is literacy processing. So literacy processing with the ING at the end sounds like an active thing. It's what the students do inside their brain, it's their brain work, the strategic processing.

([03:14](#)):

So another thing that we always think about when we enter students into reading recoveries, we're thinking about the end in mind and we're thinking about the end of a student's program because we know it's our goal to make sure that our students have that self extending system in place. So what does that mean? What is clay defining as that? And I pulled this quote from observation survey at early literacy achievement. It's that children are gonna have to move upgrading of text levels and they're gonna have to develop ways of extending their own competencies past what we're exactly teaching 'em so that every time that they read and write, they get better at reading harder text and different types of text. We bolded the next part because that's what we thought was on us and we had the big

conversations about, but the teacher lifts the motivation and challenge and designs rich opportunities for students to explore increasingly complex texts. So our session today is really gonna be about that teacher decision making and motivating and challenging to design those rich opportunities for students. So now Wendy's gonna share with you her studies and her journey into this conversation.

Speaker 2 ([04:24](#)):

I thought it might be helpful for us to start with the current research in the literacy field as we were considering volume and variety in terms of what some of the experts have been saying about the importance of this.

([04:43](#)):

So I, I'm going to talk just a little, we could spend hours on each of these studies and articles in and of itself for our purpose today. I thought I would share a little bit of a summary of some of the key findings that we're most relevant to this project. Lynn and I have been working on for the past year and especially more so this fall. So we wanna understand the current research in the field of literacy because Dr. Clay designed reading recovery to serve as a component with a within a much more complex literacy system. Reading recovery was never meant to be a standalone way to intervene without a broader system to consider. And some of these very important studies are definitely worth reading. So if you have a chance, I certainly recommend that you take a look at the studies that are involved.

([05:41](#)):

We pulled the quotes here and the references are included at the end of our PowerPoint, which is also available for you in the handouts. But to begin, there is an article that was written by Allington and McGill Fransen, and I'm sorry, it should also say Miguel Fransen here on on this citation. But they conducted a review of the research from 2000 right up until this year. It was published this year. And one of the studies that they were looking at in the review had to do with reading volume and achievement. And it's sort of a chicken and egg sort of thing sometimes in previous research it, does achievement go up because of reading volume or does reading volume go up due to increased achievement? And Allington and McGill Fransen really looked to see what that relationship is and they found some important things that reading volume definitely has an impact on reading achievement.

([06:45](#)):

They also noted from some of the studies that they reviewed that particularly with families experiencing financial hardships economically, that readers often had less access to the types of materials they would want to be reading. And the reading volume definitely became more important as they developed their, some of their early competencies in reading. And I thought that was pretty notable for us, those of us who are practicing reading recovery to kind of keep in mind. In addition to that, Duke and Black in 2012 did some research that highlighted the importance of building the linguistic and conceptual knowledge in a rich variety of domains. Tho that study had a lot of influence on the way we started considering how texts work together in and across lessons. And on the next slide, there will be a quote from Duke Ward and Pearson that I want you to take a look at because this, this past year, and I hope you've had a chance to read and if not, definitely take a look at it in, in their article about the science of reading comprehension instruction.

([08:07](#)):

Lynn, will you advance the slide so we can see the quote on the next slide. In their, in their article about the science of reading comprehension instruction, they really had some important insights for us to be considering relating, looking at how the decoding process comes into play, but also the role that comprehension plays in it. And I made myself a little note because now Kay Duke can just spout off this

phrase that I think she's kind of the one who coined, but the graph of phonological semantic cognitive flexibility that has to do with bridging the word reading and navigating comprehension. So my understanding of it after their article is it's a bit of an executive function sort of feature that would be so relevant to the, the first graders we're serving in reading recovery because this ability has to do with them shifting their attention from word solving to the meaning construction. And I'm just thinking of an example. If you have ever read the story, lucky goes to dog school and they're reading along and Rachel's giving lucky the command to sit like this. And it's the word like that many students can read decode in in other contexts, but because it's used as a comparison, it it makes the child shift. They, they would successfully read that structure. They probably need to make a shift from the decoding type of work into the meaning making knowing that the author is trying to make a comparison in that passage.

[\(09:59\)](#):

So I loved that last quote and I hope you had a, a chance to read it, if not peruse the handouts and you'll be able to take another look back at it. But it really seemed to inform the work that Lynn and I were doing on this project related to text sets. I'm not going to linger on this slide because there are a few images that you're going to see that will help me share some examples with you about what, what it is we're talking about when we say tech sets. We're not talking about the package collections that you can buy from publishers or vendors, but more something that we are individually designing to help build on our students strengths and needs in that moment. So I thought I would share one child's journey with you and in this in this image you'll see two of the pieces from my friend Ellie's entry observation survey from fall when doing hearing and recording sounds and words, she was able to record the B for the bus and she made meaning by doing a quick sketch of the bus coming.

[\(11:14\)](#):

And of course it moved into me prompting her to try some attempts at hearing and recording the sounds and the words to which she was replying. Things like, I don't know that one, I don't know how to write that. On her writing vocabulary, she was able to write some names of people in her family. I'm sure we've had students like this come into our program. The next few slides are going to show you some of the images of some of the, the text sets that we used with Ellie in in some of her early lessons in roaming. So common types of books that we would be using little caption books. But I was really thinking how can I link these books as we're adding new books and revisiting familiar books in ways that will make sense to build on all the things that Ellie knows.

[\(12:03\)](#):

You know, I do know she had spent time in the year and a half before this fall in the midst of a global pandemic and it changed what schooling was like for kindergartners. But I also knew there were many things she knew from life with her family and from experiences she was having. She has many passions and things she loves and get super excited about. So I was working to kind of build some collections where there would be themes across the book. You know, when I'm looking at the, the grouping with the up in the sky and my little cat, I think at that point she had learned how to write up and she was thinking about some of the common themes, pictures and structures from her life in the books that reminded her of things she knew a lot about, like our playground.

[\(12:55\)](#):

She's hoping dad will buy her a bunk bed. There are also some other collections on the next slide and they sort of show some of the early attempts in roaming to build volume but also begin to develop the, the conceptual knowledge that she would need with success in higher level texts such as the narrative text structures and the types of genres and experience she'd be experiencing in her classroom. You know, as we were wrapping up roaming, she was beginning to make some comparison between the

books. One day she had read the the Big Cat as a familiar book and Juice was introduced as a new book that day and afterwards she turned and said to me, dad is like the big cat. And I said, well you know, tell me about how that is. And she went on to compose a little story. The big cat and dad are a lot alike.

(13:54):

The big cat ate a lot of food and dad drank too much juice. I'm sorry, I'm trying to read from a small screen what her writing is there. So the fact that oh because in the story if you know the big cat, he eats and sleeps and eats and plays and eats and sleeps and dad just keeps drinking the juice and drinking the juice. So she was making some of those connections about how characters across books sometimes have similarities. In reflecting upon how, how things were going with Ellie, I thought back to other students with building this type of volume, particularly in roaming but also through a, as you continue to add new books across lessons, I was really trying to think of some of the ways that books can be linked between familiar read and a new book. And in this particular day Ellie had been reading a series of books. Some familiar and perhaps the new book might have been party hats.

(14:57):

I'm not sure it's been a while. But relating or I can tell by the type of writing, it's not her writing book, this must still be in roaming, but just exploring some similarities and differences between books is one way, but also sometimes common words and phrases that we're layering up or attempting to build a little bit more background knowledge on something she already knows about one of my other students. While we are moving on to the next slide, one of my other students made a comment this week as she was working on writing one day and she had been talking a lot about she just loves cooked carrots and she's reading in text level threes and fours and there just aren't little books re written about cooked carrots. So we took a minute to write her own story and as she was finishing I struck up a conversation about, you know, does everyone in your family like cooked carrots?

(15:51):

And she decided to tell me about her dog Rusty. And she said, rusty likes chicken but not chicken bones. Dogs can't have chicken bones. And I noticed from that conversation that she was starting to also control some of the cognitive structure she was comparing foods she eats versus foods that her dog Rusty eats. And that's certainly a cognitive structure that would help her as she's moving into higher text levels. But my friend Ellie, who you've just seen photos of many of the little text sets we created through the course of roaming, it was interesting to see, you know, about a week or two post roaming. I stopped to do a five minute writing spree to see how her vocabulary had changed over time. And I, I was, I would say pleasantly surprised to see that through the high volume reading of different text sets, she was accumulating a larger writing vocabulary. Her classroom teacher came to me one day and she said, you need to stop it and see what she's doing in writing. Oh my word is she pulling together some serious processing during writer's workshop. And so I took a picture of what she had written that day. They were in a how-to unit and just thinking about the change in a matter of, you know, this had probably been five to six weeks in her program from drawing an image of a bus and recording with a B to what her her writing is looking like now.

(17:23):

So while we're kind of early in this project and finding some success, I just thought it would be helpful to share some images of some of the ways that once you get into lessons building higher and higher volume isn't always easy. We knew we do a new book each day, but we know in the classroom in their workshop they may be reading 15, sometimes 20 different little books over the course of the week. So being able to share the types of books that they're successful with, sometimes you can see an image there. Sometimes I'll send either familiar books or easy but unfamiliar books that they can keep in their

classroom and enjoy during reader's workshop or other times throughout the day. And if parents would like, I'm happy to share larger collections of like a little take home library that they can keep at home for a month as the books get too easy.

(18:17):

Sometimes they return some of them, but just ways to help them have high volume books just because no parent would ever want to go out and have to buy. You know, they read these books a time or two when they're ready for new challenges and novel stories. So just sharing some of the books that I have across time has really given children high volume reading in other settings. Also, I thought I would just close this portion with a quote that you can take a look at. But really what it is is we're using what we know from current research in places where we have the opportunity for choice in making individual decision making about how we help develop the readers. You know, I'm, I'm not saying that we have added new components by any means to our reading recovery lessons. There's already space within familiar read to revisit concepts, extend vocabulary through rich conversations and really to work on developing the self-efficacy for reading.

Speaker 1 (19:28):

Thank you Wendy. It's been fun to watch this journey with your students and have those conversations together. So as we move into the next portion, we're gonna be thinking about how we build this processing power with opportunity, supportive teaching and volume.

(19:46):

So I wanted to go back and really deeply study what was Mari Clay's intent and her guidance for us from familiar reading. So we went to that section in reading books that says the Twin Aimes and the first part of the aim is familiar reading because I often ask my teachers that are in training or when we're in our ongoing PD sessions for trained teachers, so what are we noticing about the student familiar reading? And we often talk about the ease of which they're reading, how they're phrased in fluent and how they're enjoying the text. But there's more, I feel like that commercial and there's always more because when we went back to look at Mari Clay's what she had to say, she did have some other intentions that might be possible outcomes for familiar reading. So this is taken of course from literacy lessons and you'll be able to look at these quotes in your handout.

(20:36):

But just think about the first one that she's talking about that we're gonna provide children with repeated opportunities every day to pull together information across our sources of information. And there's this expectation because it's familiar and we don't have to do all the new problem solving that that student's gonna be able to orchestrate the processing more quickly each time they reread this book with maybe different purposes. Also they get a chance to discover things about reading in print. When my student was early on in lessons I'm gonna share you with, he went back to reread a familiar text. He goes, Hey wait a minute. I read this before but this is the first time I'm seeing it. Look, here's the word look. I mean it's look, it's look Mrs. Newey <laugh>. And I was like smiling to myself because yes, he had read it and had he really looked at all the parts of look in the familiar reading part too, here's what she says I thought was really critical that Wendy and I talked a lot about that this is the part where we get to increase the volume of reading and that's really hard to achieve for beginning readers who find the task difficult, think about how other students in their class are just PAing up those books in their little book bag and their classroom with books they can read.

(21:51):

And our students might not have that because they have those books are a little bit difficult for them in the classroom. So when Wendy was showing the class book bags, that's very important. And also every day in our reading recovery lessons, they have the opportunity with our choosing to help build that volume every day with books that are just right for them. So then we have to look at the other aim, which is another place where we can build volume is when they read a new book every day they're gonna have to take everything that they know how to do for strategic activity and processing and apply it to new materials. And then here's the part that's on us. The teacher has to choose carefully to suit this child at this point in their program. And this part was interesting that we talked about as well.

(22:34):

It's our job to help the student know and recognize what he already knows and we're also gonna be sharing with them some new things about how techs work. And then of course the other part that's bolded here for you, cause we had conversations about this, is we're gonna actively support their efforts to solve new problems. So I'm reading this new book, it's about some problem solving and having to do some work, not the ease of the familiar reading, which they're going back to revisit with different purposes. So let's look at another student, another student, a different path. So this was my student this year and you can look and see that he came in with having some very helpful items that will help him supposedly to look at print. So he had quite a few writing vocabulary words for the beginning of the year.

(23:23):

He knew that he had some almost writes like did he wrote d i d for dad, mom was there. My was close a sound association set up. It sounds like this but it looks like that. Go and cat and of course he was very sure that this piece right here was dog because he has a BD confusion and then me and aunt. But here was the part that was very concerning and I knew I was gonna be my job to have to do careful, intentional choosing and planning, which was concepts about print. He had a lot to learn yet about how books work and how to look at print cuz you could see all the items that were new for him.

(24:05):

So let's think about some opportunities and conversations that happened during roaming. I never say there's just one book, but I often watch as we're putting tech sets together for students that they start to see links to, there's one that in particular engages them. And this one in particular totally engaged my student and I have to show you this picture because this was the one that did it. He said this is me, this is my life right now. This is my baby sister every single night. So all of a sudden he had an emotional attachment to this book because he was a student that an observation survey did not, was able to read a text level two but never looked at print. Not for one second did he look at print, he looked at me, he wanted to talk about the text, he looked at the pictures but he never looked at print.

(24:53):

Now all of a sudden he was very excited about this book because he had an emotional attachment to it and he loved it so much. He said, Mrs. Newmar, it inspires me to wanna write my own book. So wonderful to hear that from his student. But I want you to see how his book did not look at all like how these simple books work with the one line of text or the two lines with consistent words being back and forth and think about how he's building up volume from his own oral language to learning to look at print strategies. So this was his version of his baby Wakes up. Here's the first part of it. I am going to help my sister. And you can see early on how we were sharing the pen and what he could contribute because actually his name is Santiago.

(25:35):



So go was he was very proud to say that that's in my name. So he is noticing print already, you can see where I helped. And then this part, he wanted to put the sound bubbles in here, the speech bubbles. And he decided he wanted to put www for wham wha wow at that. Very clever. He's already thinking about different formats. So look at how he's increasing his volume of how texts can work. And then the next part it looks like they're in prison but they're not. It's the crib. And look at what else he's put in, what's coming from his classroom for writing. I give her toys DA and then here's the last part of the story and she stops crying. Then the conversations between us were this is the mobile above the baby's hat and this is his mom and dad and if you look closely their eyes are like big and black.

(26:22):

And he said I'm making them big and black because they're very tired. So watch how he took inspiration from a book and we built volume for reading to an even more complex piece of text and more learning to look at print strategies as he's monitoring his own writing to have that precise message that he wants another reader read. So at the end of roaming, I too went back. I always do this and check on my students to see what they're picking up and you can see many more words were attempted. You can see how even going is starting to come into play. And this is come and this is here. Look at how close some of the higher level high frequency words are starting to almost appear correctly and is writing vocabulary. We know how important that writing vocabulary is because if they can write it, they know it in every detail and you can still see we have some other issues to work on.

(27:16):

Look, his sound analysis of look. So let's go back to Clay again because that's exactly what I did. What are some possible outcomes of from familiar reading? Because if I'm going to plan to have optimum use of familiar reading, I wanna understand really what Mari Clay's expecting that we make sure might be an outcome. So she's saying it's going to build that volume and extend opportunities. So that's what my goal was when I was starting to do some plan. How can I extend his opportunities? And the goal is for successful processing, using all those information sources you should be able to read it fluently she said in comprehension. So look at the understandings he got from that simple little book of the baby is up to the more complex story that he wrote and then being able to do it at speed and not the slow word by word reading should be something that happens in familiar reading.

(28:12):

So what was I gonna do intentionally on my side? We started talking as Wendy shared with you before, the linking of tech sets and those are all individually built for these students thinking about their strengths and what they're doing for problem solving with their strategic processing. How are they monitoring? How are they searching? Are they rereading to confirm? What do they do at point of difficulty? And then thinking about their next learning in particular. When it came time to do the updated predictions of progress after the two weeks of roaming, I started taking notes and I started doing it in early lessons on the comment section and my daily lesson record. But then when I wanted to go back and refer to the notes, I had to keep flipping back through my daily lesson records. So I wanted a one size fits all, not a linear sequential form, not as something I'm gonna do all the time form, but just to place.

(29:03):

I could take notes about ideas for text and levels and opportunities so I can link things together and consider what is he showing that he knows for items and knows how to do for strategic processing but how could I start to link things with him so we would get maximum opportunity for building that comprehension understanding of how text works. So this is an example of a planning sheet. You already know that Baby Is Up was a wonderful book for him. So what were some things that were opportunities

to start to recognize nouns in print? We started to get to see monitoring with words that he knows that self-correction of oh I said this but no this is what's in Print. The idea of vocabulary such as Asleep, which is not in his own oral language. Then the language structures of Wake Up. He also started to get the big ideas cuz he was the one that suggested this to me.

(29:56):

That and that book Baby Wakes up and in his version of the story it's how we work together as a family. My whole family has to work together to get the baby to go to sleep. Agreed, right? If you ever know about newborn babies. So then I was thinking about a new book for him as we were early last I thought well of course a perfect one would be Wake Up Dad. So what would be opportunities for him there? Since he's already starting to monitor with knowns and partially knowns and he's starting to do that linked to I can do a slow check to make sure that what I'm saying looks right and sounds right. Doing that Wake Up dad was like a no-brainer because what was gonna happen then is Wake Up was gonna be used in different ways and different placements in that text.

(30:36):

So the way it was placed in the baby is up is different than the way it's placed in Wake Up Dad. So it's gonna start that flexibility just because I saw and print this one way I need to see it in other ways. He was already noting, noticing dialogue and punctuation. Quotation marks was one of the few items he knew on concepts about print and he loves exclamation marks. He also was thinking about how families have fun cuz he talks a lot about his family. So then after that became the new book now Link the Baby is up and Wake up as Familiar Reads and he would have opportunity to go back and revisit these things. So you might think, well why did I choose the Miro isn't about waking up at all. No, but some of the same structures were going to be in there and he would be able to do faster processing using knowns.

(31:20):

And then we were gonna have a strange thing with vocabulary. We were gonna have a known word used in a different way just like Wendy was talking about Look, he goes to Doc for, we're used to saying I like this and I like that he was used to saying Wake up now it's going to be James is up on the duck. I can't remember for sure what is on now, but he was up on something and that is not the way kids are used to thinking about the word up. And also that whole idea of Nick saying a horse, look, I knew that he would understand this because he really understood the use of exclamation points and was using it frequently correctly in his writing. So look at the volume that's increasing through that reciprocal notion of what he's riding to what I'd be picking for new texts to extend his competencies.

(32:07):

So look and see how it's starting to grow across the lessons. We started to have a variety of discoveries and connections. So as we were reading, you can see we're all the way up through text level nine with Make PEIs Baking Day. We finished that as our new book and we were all done. And you said, wait a minute, wait a minute, wait minute, can I show you something? And I say I went to his book, but he pulled out these books and laid them on the table and he says, wait a minute, these books are all about helping. And they go together and sure enough they were, this is about helping the Hungry Kitten is about, she certainly needs some help. Billy can count. Jack is a great big brother and this was about Meg Heiss friends baking. But it also led to an interesting conversation about repercussions If you don't help the next day when it was his running record, he really wanted to write about that.

(32:54):

But look at the complexity of his own language, extending volumes of now things that he's gonna read the next day as well as reading it while he's writing it. The mouse didn't help so they did not invite him



to eat. Now we have more complex problem solving happening in writing for words like Invite and didn't we have higher high level frequency words like they, which does not sound regular and he's solving them here, which helps him be able to solve them over here. Also the idea of linking that known to new, it seems like a no-brainer to put all those pirate books together. We did the Treasure and Roaming, which is about pirate set follow with Treasure map, but they only get jelly beans for their treasure. And of course the, he just loved Jolly Pirate. He loved it so much that he keeps wanting to know the other stories that are coming up.

(33:45):

So when he was done reading Jolly Roger and The Treasure, he really wanted to write about it the next day. And this was his own language and his own vocabulary. Jolly Roger is a pirate and in this book his naughty friends trick him. Now do you know why he wrote this? He was writing it as a book introduction to his parents before he knew in a day or two he was gonna take this book home. He didn't wanna just have them listen to read it. He wanted them to read, listen to and read this book with the knowledge behind it of what kind of book this was. While that's really expanding the idea of conceptual knowledge across tech genres and more opportunities for building volume. So Nadia of course came up and lucky he goes to dog school and then the idea of trickery, the chickens and the box, the trampoline, he's trying to trick those chickens and he never can win and pour Gus.

(34:34):

Gus never seems to make out well on these books, does he? He doesn't necessarily get tricked, but the kitten certainly always has it in for him, doesn't he? So look at how Naughty brought all these tech sets together for him. One of my favorite quotes is the one about word knowledge because that's what else we're gonna get with this volume of reading. And this is a beautiful poetic quote where she talks about it pulls together like tiny drops coming together to form large drops going down a window pane. Great quote to reread. So as I was doing planning early on in lessons, take a minute to look and see what I was thinking about with the word knowledge piece. He had read the Big Kick and of course with all the language structure of looked and looked, but then they're shouted in there as well.

(35:17):

So look at all the knowledge that comes around the word shouted. We have the phonological awareness of syllables. We also have the piece where how can you take it apart in a variety of ways out in inflected ending syllable break. But then we also have the meaning piece as that infers characters feelings. If you're shouting something, you're upset. So look at how he extended that knowledge to when he read The Missing Puppy, which of course they looked and looked a lot there too. And on the last page of the book, he was not happy with what the author wrote and wants to write. Michelle Duney a note. He said, this author needs to use a stronger word. Should be word choice, not work choice. Shouted goes better with what she's feeling. And here was the text. Where is the little puppy said Bella. And of course Rosie says the same thing, where is the little puppy said Rosie.

(36:05):

They are not saying it, he told me they are shouting it. So we're gonna have to write her that note. So to sum up what we talked about today and it's very short, 45 minutes is the power of building volume with familiar reading, linking it to the new book and having opportunities to write about all those things. So we are extending opportunities across all of them to revisit those books and extend their vocabulary and comprehension. So look at all the things that this familiar rereading, even when you're rereading your writing can do increase the volume language is enriched. Look at how his language grew, how the understanding of stories deepened visual perception with faster speedier recognition. Because by the

way, we had a conversation about why do you say looked like, looked and you say shouted like shouted. Noticing that he didn't notice that until a couple familiar reads.

(36:59):

And that idea of massive practice with text reading builds those networks of links between letter and sound sequences between what is seen and what is heard. So I wanna end with this quote that children Challenge by Checks. Children discover new ways to go way beyond their current means of operating and lift their literacy processing across a lifetime. And you could see how it was already happening for Wendy students and my students. And we're not done with these students, they're still in program right now. So here's our reflection and wrap up. We want you to think about what might have confirmed your thinking about building volume for building that processing power. What extended your thinking and what are you still wondering? So we'd like to invite you to connect with us at our live engagement session one 30 B building processing power variety and high volume engagement. And that's on Saturday the fifth, three o'clock to 3 45. And here's how you can contact us. Here's we are on Twitter and you'll also be able to have a copy of our handout as well. And here are all the references that Wendy shared with us. Wendy, would you like to have a final word?

Speaker 2 (38:14):

I hope you are able to join us during our live engagement session. As fun as it is to be able to still connect virtually during the times of a global pandemic, it's not quite the same as sitting together in the same room and talking and having all the exciting conversations because we share the same passions about what might be next for our students' journeys. And our live session will certainly offer that opportunity. So we'd love to chat with you and we hope you can join us. Thank you very much.