



# On Demand 130 A

## Building Processing Power: Variety and High Volume Reading

Lynn Newmyer, Reading Recovery Teacher Leader

Wendy Beitel, District Literacy Coach & Reading Recovery Teacher

Rochester Community Schools, Rochester, MI



# Goals for this session

- Reflect and re-visit Clay's literacy processing theory
- Share and consider research in the literacy field around variety and high volume reading (wide reading)
- Consider ways to arrange for variety and volume reading
  - Roaming, early lessons and building a large bank of text through supportive reading, conversations and building text sets
  - Planning for practice inside and outside the lesson
  - Re-visiting Familiar Reading, Reading a New Book and Writing
  - Using a tool to consider variety, words per text, and vocabulary opportunities

Goal Setting and Commitment - Link to Engagement Session

# Reading and Literacy Processing- Clay

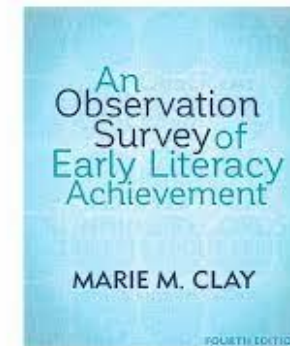
- My observations of young children trying to make sense of the code led me to define reading as a message-getting, problem solving activity, and writing as a message sending, problem solving activity. Both of these activities involve linking invisible patterns of oral language with visible symbols.
- We can assume that we create networks in the brain between the things we see(print on a page) and things we hear (the language we speak). Messages flow in and out of these networks. In the context of reading and writing this is often called *literacy processing*.

# Thinking about the end of a student's program

The teacher aims to produce in the pupil a set of behaviors which will ensure a self-extending system for literacy learning. What does that mean? As children move up a gradient of difficulty in texts they develop ways of extending their own competencies so that the more they read and write, the better they get at reading harder texts of increasingly diverse types.

**The teacher lifts the motivation and challenge, and designs rich opportunities for students to explore increasingly complex texts, but the reader or writer begins to shape his own progress.**

Clay, Marie M. *An Observation Survey of Early Literacy Achievement* p. 25





# **Current Research in the Literacy Field**

## Volume and Variety

# Notable findings on Reading Volume and Achievement

The evidence that reading volume plays a role in reading development now seems clearer (Allington, 2021).

Promote reading comprehension "by actively building linguistic and conceptual knowledge in a rich variety of domains" (Duke & Block, 2012).

It appears that teachers make more difference than programs in developing reading comprehension (Duke & Block 2012).

Comprehension instruction should begin early (Duke, Ward, & Pearson 2021).

*Engaging with text— whether through reading widely and in volume, discussing and analyzing texts read, or writing about or in response to texts read— is central to developing students' reading comprehension.*

(Duke, Ward, & Pearson, 2021, p. 668)

# Thematic Related Text Sets

- Build “extensive sight vocabulary” needed for reading comprehension
- Promote knowledge development
- Allow for progression from simple to complex: Simpler texts develop self-efficacy- learning that “As a reader, I can learn new information.”
- Repeated exposure to the ideas and vocabulary allows students to develop an understanding of abstract concepts
- Genre provides a schema to support comprehension and student’s writing

(Gelzheiser, Hallgren-Flynn, Connors, & Scanlon, 2014)



HEARING AND RECORDING SOUNDS IN WORDS  
OBSERVATION SHEET

Name Ellie Date 9/1 / 21

Recorder Wendy Burtel AGE \_\_\_\_\_ SCORE 1 / 20

Date of Birth \_\_\_\_\_ STANINE 1

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COMMENTS

WRITING VOCABULARY OBSERVATION SHEET

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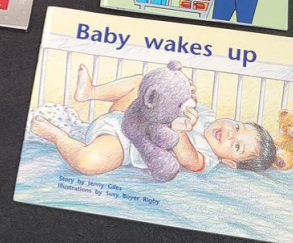
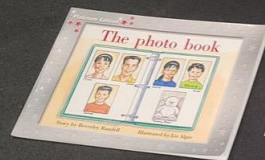
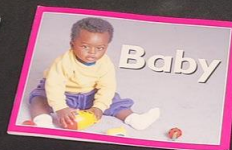
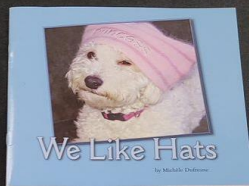
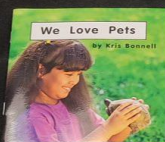
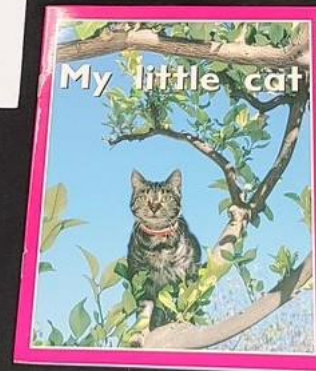
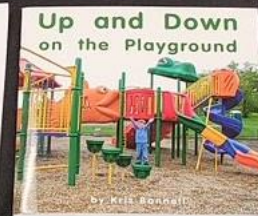
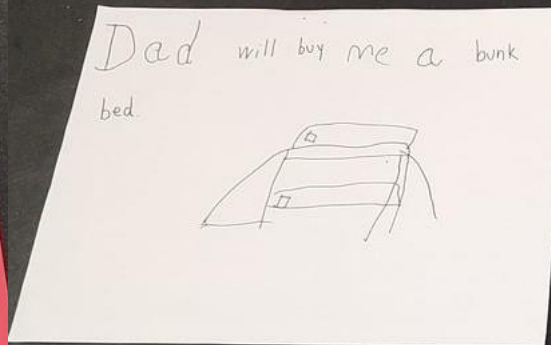
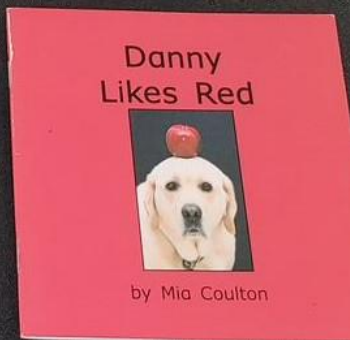
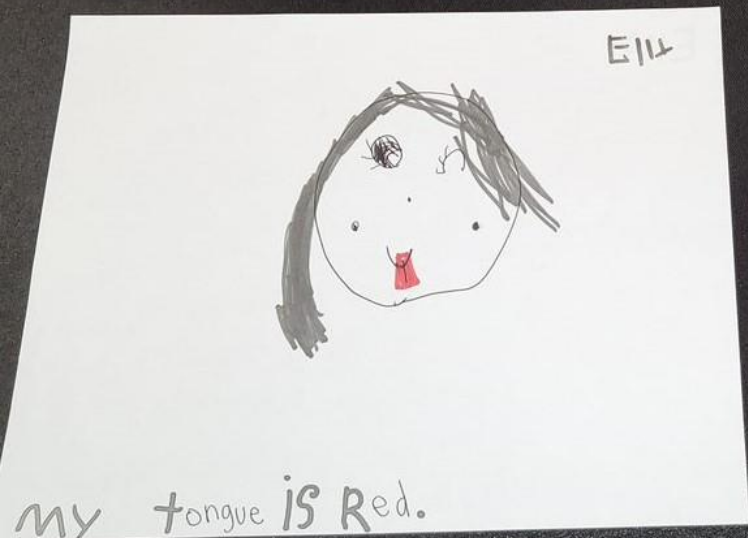
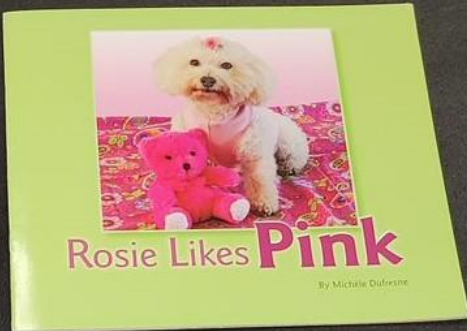
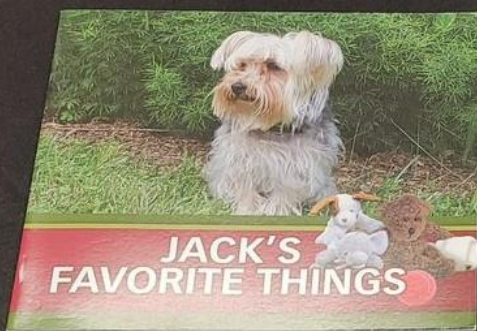
Recorder Wendy Burtel AGE \_\_\_\_\_ SCORE 3

Date of Birth \_\_\_\_\_ STANINE 1

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Ellie  
EMMA  
MOMMY  
D mommy  
DAD  
O dog  
F fish

# One Child's Journey



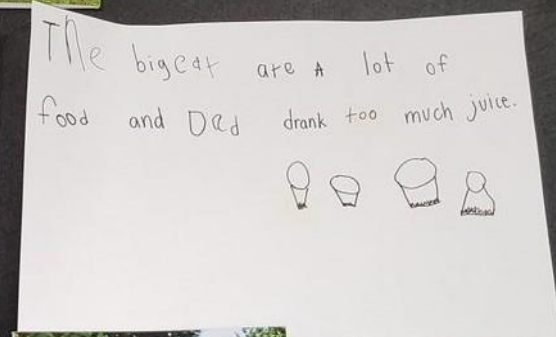
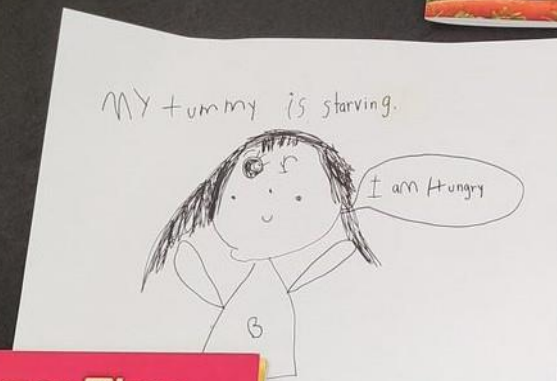
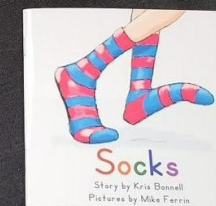
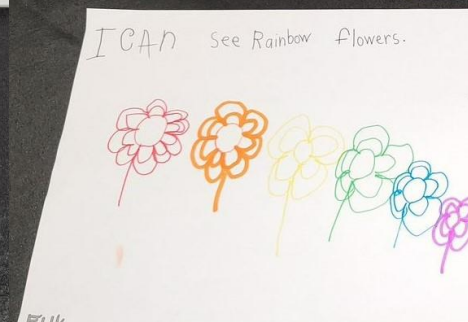
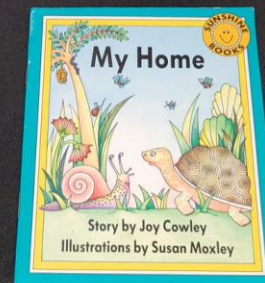
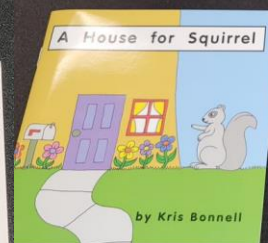
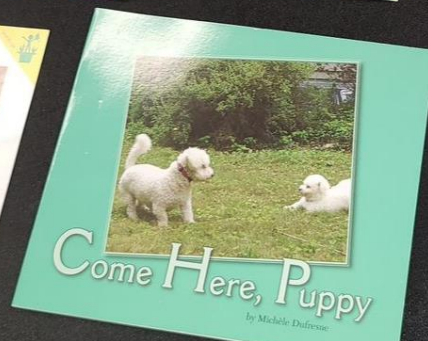
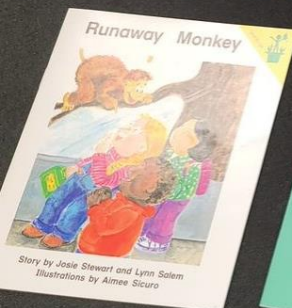
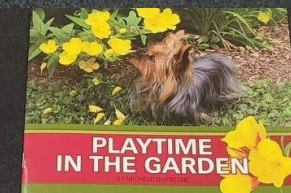
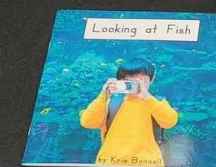
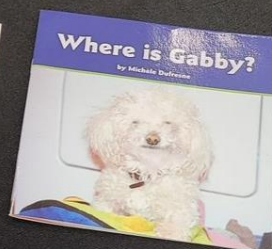
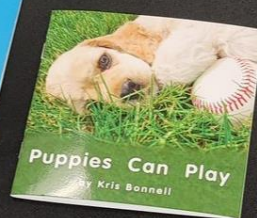
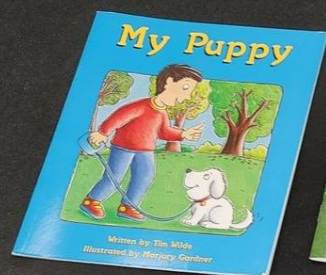
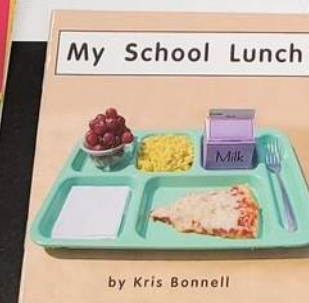
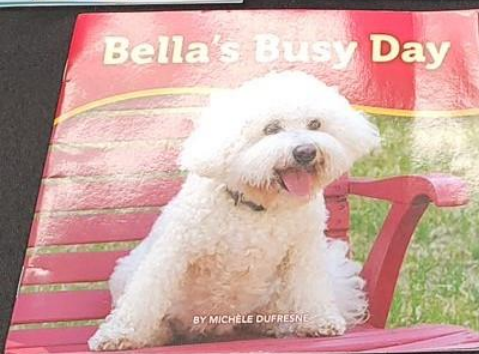
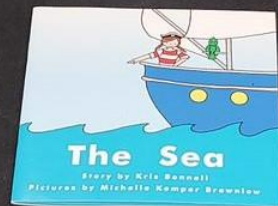
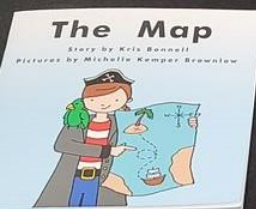
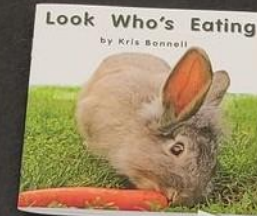
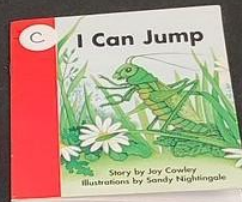
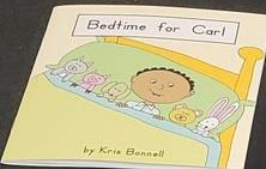
I Love my cookie and t



also Like my Heartcookie









# Building individual collections to layer upon existing strengths



- Linked by topic
- Familiar characters
- Personal experiences
- Child's passion/interest
- Words, phrases, ideas that the student controls or connects to
- Background knowledge
- Topics being studied in the classroom
- Possibilities for discovery (may include plot, genre, theme, problem/solution, character traits, etc.)
- Making it easy to learn

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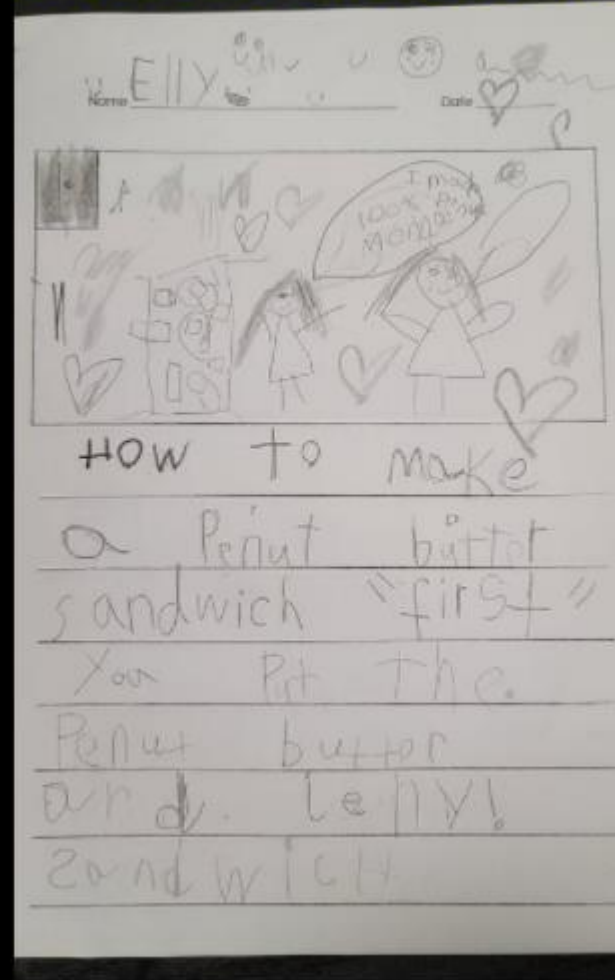
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## Unassisted Classroom Writing





# Easy or Familiar At-home Lending Libraries



Classroom book bags

When literacy instruction engages readers with carefully crafted sequences of thematically related texts, it can promote the attainments of literacy goals and develop readers' content knowledge, vocabulary, and self-efficacy for reading.

(Gelzhesiser, Hallgren Flynn, Connors, Scanlon, 2014)





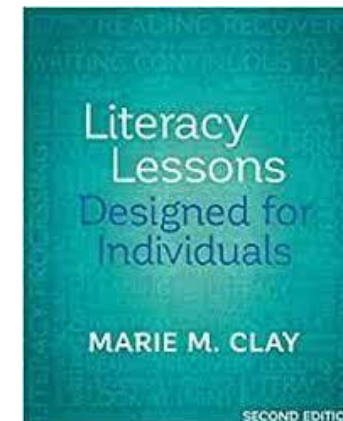
## Building Processing Power Opportunity and Volume

- Familiar reading provides the child with repeated opportunities to pull together information from language, the meaning of the story and the print. There is an expectation that he will orchestrate this processing more quickly and more smoothly with each reading.
- Rereading familiar books also allows the reader to discover new things about print.
- In the familiar reading part of the lesson we increase the **volume** of reading and that is hard to achieve for beginning readers who find the task difficult.

## Reading a new book - choice and support

- Reading a new book in every lesson provides daily practice in attempting to read a novel text. The child will learn to use any strategic activity (processing) he can to read the new material. **The teacher chooses the text carefully** to suit this child at this time, helps him recognize what he already knows, and introduces new features of printed English to him. **The teacher actively supports his tentative efforts to solve new problems.**

Clay, Marie M. *Literacy Lessons Designed for Individuals 2<sup>nd</sup> Edition* p. 111



## Another student - a different path

**WRITING VOCABULARY OBSERVATION SHEET**

Name \_\_\_\_\_ Date \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_ First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Address \_\_\_\_\_ City or State \_\_\_\_\_ Country (if USA) \_\_\_\_\_

Instructions: Write letters from each word.

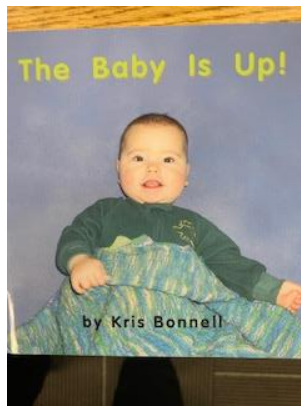
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© 2000 by Linda Ward Beech, Scholastic Teaching Resources

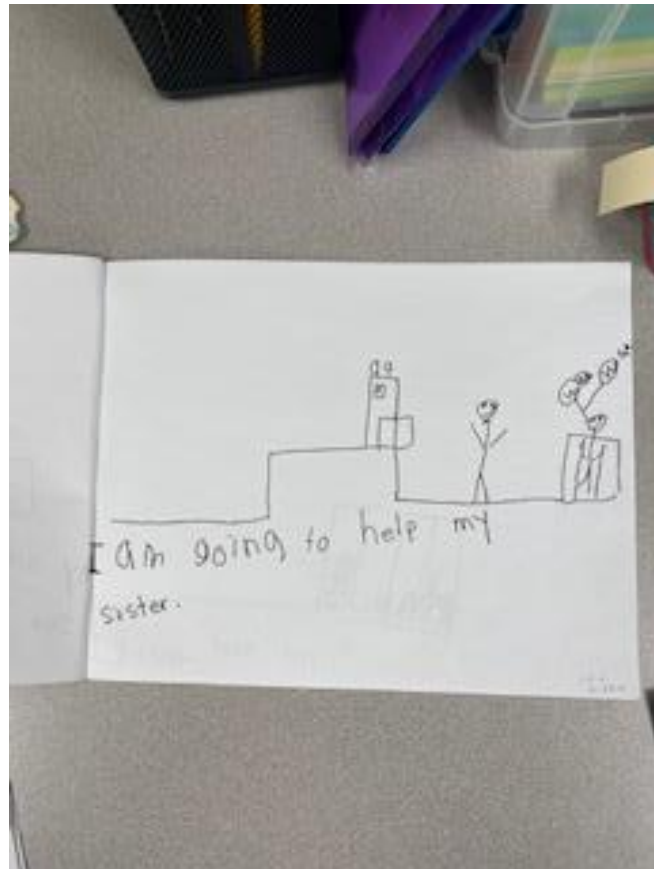
Name	Age	Test Score	
		<b>5</b>	
Date	Date of Test	Standard Score	
		<b>1</b>	
Item	Score	Item	Answer
1	✓	1. Front of book	
2/5	-	2. First column message	
4/5	-	3. Where to start	line 1-500
4/5	-	4. Which way to go	
4/5	-	5. Letters needs to left	
4/5	-	6. Word-by-word matching	
6	✓	7. First and last concept	only left
7	✓	8. Bottom of picture	bottom
8/5	-	9. Begins "the" (dumb) Begins "I" (dumb) Begins "I" (dumb) Begins "under" (dumb) within line, then line, OR turn back	
10/11	-	10. Line under asked	
10/11	-	11. Left page before right	
12/11	-	12. One change in word order	
12/11	-	13. One change in letter order	
14/11	-	14. One change in letter order	
14/11	-	15. Meaning of a question mark	what happened?
16/17	-	16. Meaning of full stop period	end of
16/17	-	17. Meaning of comma	pause
16/17	✓	18. Meaning of quotation marks	quote
16/17	-	19. Location - in (dumb), I's (dumb), in / between - in (dumb)	
18/18	-	20. Reverseize words "was", "or"	
21	✓	21. One given two letters	
21	-	22. One word two words	
21	-	23. Find and list letter of word	find and list letter of word
21	-	24. Capital letter	

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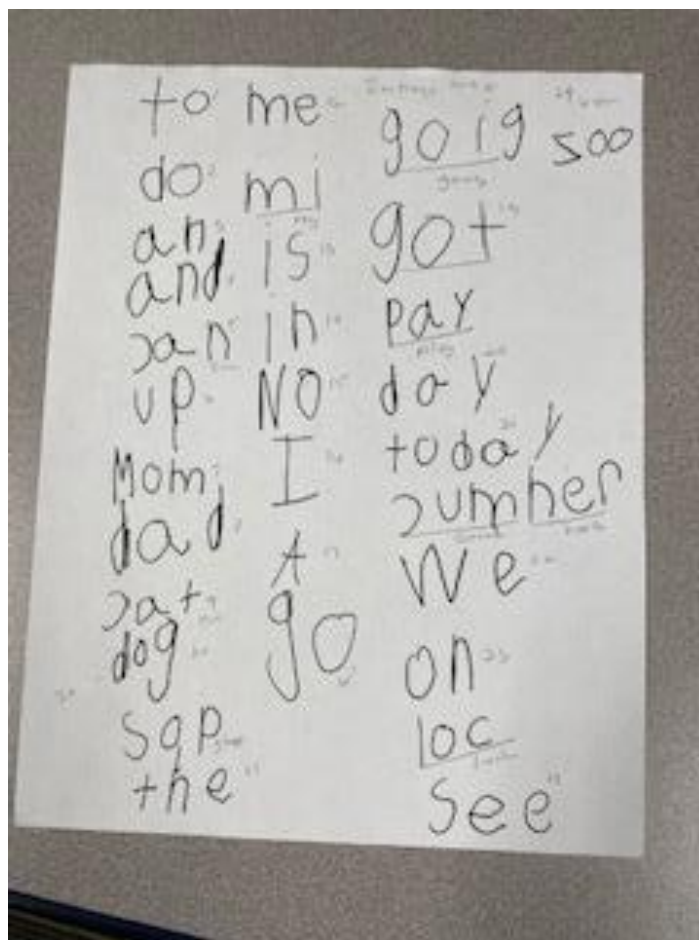
## Fall Entry



## Discoveries and Conversations Roaming



## Writing Vocabulary –End of Roaming



## Possible Outcomes of Familiar Reading

Familiar reading builds **volume** of reading and provides extended opportunities for **successful processing** of information from the meaning, language structure and print. Fluent reading, comprehension and speed would be good outcomes from these experiences.

## Linking texts in a variety of ways:

- **strengths**
- **next learning**



## Choice and Planning –Familiar Reading & the New Book

[illegible]

# Linking Planning Sheet

## Text and Level

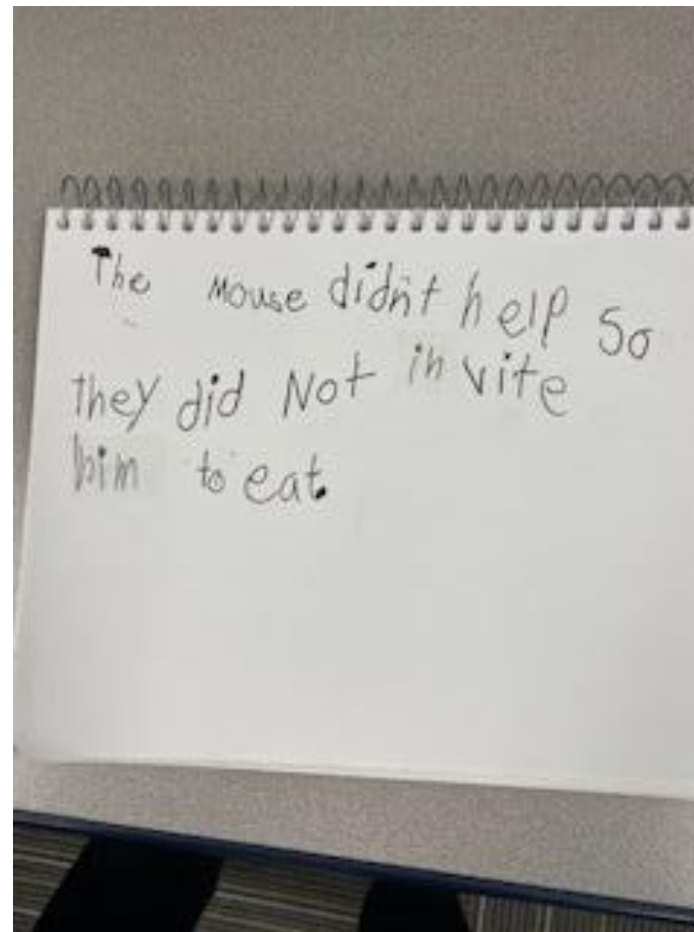
- *The Baby Is Up!* L3
- *Wake up, Dad* L3
- *The merry-go-round* L3

## Opportunities

- Recognize knowns in print - monitor
  - Vocabulary- asleep Language structure- Wake up!
  - How families work together
- 
- Flexibility in placement of knowns, wake, Wake monitor-
  - Noticing dialog, punctuation, quotation marks, exclamation mark
  - How families have fun
- 
- Faster processing using knowns
  - Vocabulary and language structure- up on, A horse! Look!



## A Variety of Discoveries and Connections



"Wait a minute!" (S goes into his book bin.)  
"These books are all about helping. They go together!"

## Linking Known to New



Jolly Roger is a pirate and in  
this book his Naughty  
friends trick him.



Vocabulary- naughty

# Word Knowledge

- Words gather information around them. Like tiny drops of mercury coming together to form larger drops, or raindrops running down the window pane words gather up information.
- A network of knowledge gathers around each word that the child knows, and probably when the learner attends to a particular word, this neural network can potentially be tapped.





Text and Level	Opportunities
The Missing Puppy L4	Language structure- looked and looked
The Big Kick L4	shouted-word knowledge shout- ed
	inflected ending, syllable break Infer character(s) feelings

When reading another text- “ This author needs to use a stronger word choice! Shouted goes better with what she is feeling!”  
Text- “Where is the little puppy?” said Bella.

# Familiar Reading

**In the familiar reading part of the lesson we increase the volume of reading and that is hard to achieve for beginning readers who find the task difficult.**

Language is enriched by repeated experiences with carefully chosen texts.

Understanding of the story may change and deepen, as new connections to prior knowledge are made.

The visual perception of print becomes speedier with faster recognition of words, letter, and letter clusters.

Massive practice with text reading also builds a network of links between letter sequences and sound sequences, between what is seen and what is heard.

# Building Processing Power

**Challenged by texts** children **discover** new ways to go beyond their current means of operating and lift their literacy processing across a lifetime.

# Reflection and Wrap Up

- What confirmed your thinking?
- What extended your thinking?
- What are you still wondering?

**Connect with us at our live Engagement Session 130B Building Processing Power:**

**Variety and High Volume Reading**

**Saturday, February 5, 2022 at 3:00-3:45 EST**

E-mail:

- [lnewmyer@rochester.k12.mi.us](mailto:lnewmyer@rochester.k12.mi.us)
- [wbeitel@rochester.k12.mi.us](mailto:wbeitel@rochester.k12.mi.us)

Twitter:

@LynnRdgtch  
@RCSLitCoach



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