


Teaching for Independence with a Focus on Fluency

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“Teaching does not necessarily start hard and become easier: in fact the reverse can be the case. Teaching becomes harder because reading must become faster while it is also becoming more complex.”

Change over Time p.221

Results with the Lowest Achievers

“To get results with the lowest achievers the teacher must work with the particular (and very limited) response repertoire of a particular child using what he knows as the context within which to introduce him to novel thing.”

Guidebook p. 8

What does teaching for independence look like?

- ✦ Confirming the Known
- ✦ Stretching the Known into new territory
- ✦ How do you know when it is good teaching?

How is Acceleration Achieved?

“Acceleration is achieved as the child takes over the learning process and works independently, discovering new things for himself inside and outside the lessons.”

Guidebook p.9

Active from the Start...

“... going beyond the known is not an outcome of the final weeks... it has to be fostered as independent processing from the beginning of a lessons series. It is the insurance taken out to ensure that the program will be preventive and not merely a temporary catch-up on items known or skills mastered.”

Change over Time p. 236

Two Kinds of Learning: Kept in Balance

- ✦ Performing with success on familiar materials which *strengthens* the decision-making processing
- ✦ Independent problem-solving on new and interesting texts *with supportive teaching*

Teaching Hard During and After Familiar Reading...

- ❖ View video excerpts during and after familiar reading
- ❖ Take notes as you observe
- ❖ What does the child control?
- ❖ How does the teacher take the child into new territory?

Teaching Hard for Independence during the Writing

- ❖ View video excerpts
- ❖ Take notes as you observe
- ❖ What does the child control?
- ❖ How does the teacher take the child into new territory?

Teaching Hard for Independence during the new book...

- ✦ Observe video excerpts
- ✦ Take notes as you observe
- ✦ What does the child control?
- ✦ How does the teacher take the child into new territory?
- ✦ Where would you take the child?


Language that describes what the teacher does...

- ✦ What behaviors or wording does Marie Clay use for teaching for independence?
- ✦ How do we set the language?
- ✦ Go to the Guidebook and find specific examples of how Clay uses language for instruction (what behaviors or wording does Clay use for teaching)?
- ✦ How do we set the language?

Signs of Developing Inner Control...

- ❖ Using Language
- ❖ Gaining concepts about print
- ❖ Attending to visual information
- ❖ Hearing sounds in sequence

Becoming Literate p.234



“Teachers who give daily instruction can monitor the shifts made by children who are tentatively trying to become constructive in solving literacy tasks...it is the knowledgeable, observing and well-trained teacher who recognizes the potential in the child’s formative attempt.”

Change over Time p. 236