



## Mirror Image

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## Key words

- Directing
- Fostering independence
- Passive readers
- Active readers
- Strategic processing
- Self-regulated
- Problem solving
- Independent reader
- prompt

We need to learn to hear ourselves  
Through someone else's ears  
Because what we think we say  
May be in fact a lie.

**Mirror Mirror on the wall**

## Today's Goals

- Teachers will...
  - Identify and analyze common prompts that they use when working with their students.
  - Sort prompts by the level of support they reflect
  - Analyze teaching videos for prompts and the level of support the teacher gives



**I'M A REFLECTION OF YOU**

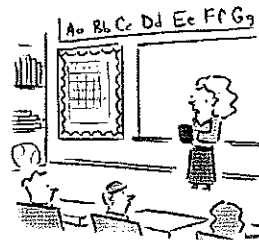


Every teaching move should bring several gains and the teachers should aim for higher goals than mere repetition or practice.

Clay, 2001, pg. 174

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"I appreciate the text, Kate, but next time you can just raise your hand."

- Prompts are not just talk! Short prompts give a maximum of information to the child using the fewest words. "Too much teacher talk" interferes with solving a problem. Conversations in the lesson should be warm and friendly, but when the child must attend to something or must pull several things together, the prompts should be short, clear and direct. What is the next most helpful thing the child can do?

Clay, 2005, p. 202

### Rate your prompts...

**HIGH**  
VIBE

**MEDIUM**  
VIBE

**LOW**  
VIBE

- "The words the teacher uses when prompting are important. Is she asking for monitoring of what the child has done, or is she asking the child to search for more information?"

- Are you right?
- How do you know?

Clay, M.M. (2005). Literacy lessons part 2 p. 115

### Practicing

- What can you do?
- What do you need to do?
- You made a mistake on that page. Can you find it?
- Try that again

### Prompting...do you?


Prompt at word level	Prompt for student to take action	Is there a shift from initial letter using word parts

High	Medium	Low
Were you right?	What's wrong?	Would it fit there?
Where's the tricky word?	Check it does it look right and sound right to you?	Would it make sense?
What did you notice?	You almost got that. See if you can find what is wrong.	Do you think it looks like...?
Why did you stop?		Could it be...?
Try that again.		It could be... but look at...


**Prompts for Self-Monitoring**

High	Medium	Low
What could you try?	Does that make sense?	Check the picture
What do you know that might help?	Does that look right?	You said _____ can we say it that way?
What can you do to help yourself?	Does that sound right?	You said _____ does that make sense?
	What is wrong with this? (repeat what the child said)	
	Try that again and think what would make sense.	
	Try that again and think what would sound right	
	Do you know a word like that?	

Prompts for using all sources of information



Are you noticing a pattern of the prompts you usually give?



Are you noticing a pattern of the prompts you usually give?

### Passive vs. Active Readers

**Passive Readers**



*A passive reader:*

- Skims the text.
- Does not re-read what was read.
- Doesn't care about the characters, the context, or the author's point of view.
- Doesn't ask questions.

**Active Readers**

*An active reader:*

- Engages with the characters and story.
- Pauses to re-read parts that are difficult to understand.
- Makes guesses about what's going to happen next.
- Cares about the characters.
- Asks questions about what happens in the story.
- Doesn't stop reading until the story is over.

Telling	Demonstrating	Directing	Questioning

Rogers, Emily (2004-2005) Interactions that scaffold Reading Performance. *Journal of Literacy Research* V.36 No.4 p. 521

Active Readers . . .	Passive Readers . . .
Tailor their reading strategies to suit each assignment.	Read all assignments the same way.
Analyze the purpose of a reading assignment.	Read an assignment <i>because</i> it was assigned.
Adjust their reading speed to suit their purposes.	Read everything at the same speed.
Question ideas in the assignment.	Accept whatever is in print as true.
Skim the headings or introduction and conclusion to find out what an assignment is about before beginning to read.	Check the length of an assignment and then begin reading.
Make sure they understand what they are reading as they go along.	Read until the assignment is completed.
Read with pencil in hand, highlighting, jotting notes, and marking key vocabulary.	Simply read.
Develop personalized strategies that are particularly effective.	Follow routine, standard methods.



What prompts do you use that provide a learning opportunity?



What opportunities does the teacher provide for the student to play and active roll in problem solving?

- Today you
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  - Sorted prompts by the level of support they reflect
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Wrapping It up