

SCAFFOLDING CATEGORIES OF READING RECOVERY TEACHER-STUDENT TALK

TWO TYPES OF TEACHER-STUDENT TALK IN READING RECOVERY LESSONS

There are two types of discourse that a teacher provides in a lesson. Conversation invites the child to use his oral language to convey and develop understanding. Prompting language, the other type of discourse, needs to be concise and precise.

“Conversations in the lessons should be warm and friendly, but when the child must attend to something, or must pull several things together, the prompt should be short, clear and direct.” (Clay, 2016, p. 38)

CATEGORY	AIMS	CONVERSATION	PROMPTS (Examples)
Affirming	To acknowledge what is going well--the process, strategy, or response used	*You did that all by yourself! *Affirm the child’s statement, “Yes, the children did lie to their mother, didn’t they?” (<i>The Terrible Tiger</i>)	*You tried to work that out. *You found out what was wrong all by yourself!
Challenging	To call for the student to check a decision (see Clay, 2015, p. 157); To call for the student to develop or rethink an interpretation of the meaning of a book	*What do you think happened to Baby Bear’s blackberries?	*Check! Does it look and sound right to you? *Try that again and think what would make sense. *How did you know?
Clarifying	To avoid confusion by building on what the novice has said or done; To ask for clarification of what the student is thinking	*In the conversation before writing: So, did you throw the ball to your brother or did he throw it to you? *In reading: Baby Bear’s basket is empty because he ate all the blackberries.	*It looks like the first letter in your name. *That sounds like the beginning of Jake.
Directing/ Redirecting Attention	Calling on the student to attend to something in particular	*Draw the child’s attention to important ideas in the book introduction. *After reading, draw the child’s attention to particular events in the book.	*Can you hear this letter? *It could be... but look at. *Think about what makes sense. and ends like that?
Eliciting	To encourage the student to take action	After reading a book: *Why do you think...? Teaching how to compose: *What could you write about that?	*What do you think (it could be)? *What can you see that might help?
Extending	To increase (deepen or broaden) the student’s knowledge or action	In composing a written message: *When did you... Where did you... Who were you with... *What more could you say about that? Teaching after the first reading: * “Meanings can be negotiated in a brief but helpful conversation.” (Clay, 2016, p. 119)	*What can you see that might help? *This is a word you need to learn because you will read and write it a lot.

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CATEGORY	AIMS	CONVERSATION	PROMPTS
Instructing/ Demonstrating	To show the student an action he will be doing (modeling); To bring awareness to visual information through clearly showing	* "...it is better to provide clear demonstrations with few words." (Clay, 2016, p. 52) * "Encourage his thinking, use correct sentence structures to provide demonstrations [in conversations] for him..." (Clay, 2016, p. 80)	In writing: *In Hearing and Recording Sounds in words, demonstrate how to articulate slowly, move counters while articulating slowly, transfer that learning to sound boxes on the practice page. In reading: *Demonstrate how to point to each word while reading. *Demonstrate how fluent reading sounds. *Demonstrate how to mask word parts to take words apart while reading.
Linking	To draw a student's attention to the similarities between two or more ideas or concepts; To draw a student's attention to the similarities between two or more letters, letter clusters, words, or word parts;	In reading: *Link ideas from one book to another. *Linking character traits from one book to another. * "You might ask what the child thinks about a character or event in the book or invite him to make links to his own experience." (Clay, 2016, p. 119)	*It begins like... *We made that word on the board yesterday. *What can you see that might help? *Make it sound like... (<i>naming a favorite book</i>).
Shaping Language	To support a student's development of oral language he uses and understanding instructional, conversational, and book language	*In conversation demonstrate language structures that are just beyond the child's current level of control. *In the book introduction, make the child familiar with words and phrases of language that he might never have heard.	*You said... Can we say it that way? *What do you think father might say now?
Summarizing	To support the student in pulling ideas, information, and/or strategic activity together	*What could you write about that? (invitation to compose after the conversation in writing)	*So, it has to make sense and it has to look right? *Put all these words together (<i>demonstrating</i>) so that it sounds like talking.

Clay, M. M. (2015). *Change over time in children's literacy development*. Portsmouth, NH: Heinemann.

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Forbes, S. & Briggs, C. (2006). Fostering teacher learning through dialogue in training sessions. *The Journal of Reading Recovery*, 6(1), 38-48.