

Hancock Elementary School

READING RECOVERY

Presented by Pamela Cornwell, Reading Recovery Teacher

What is Reading Recovery?

Reading Recovery is a research-based, regular education, short-term intervention of one-to-one teaching for first grade students who are experiencing difficulty in learning how to read and write.

Reading Recovery students receive a 30-minute lesson each school day for a period of 12 to 20 weeks from a specially trained teacher.

The individualized instruction is designed to accelerate students to the demonstrated average reading and writing level within the classroom, and to build a working system so that the student can continue to achieve. The lessons are then discontinued, and new students are selected to receive the instruction.

What can Reading Recovery do for your child?

A key premise of Reading Recovery is that early, pre-referral intervention in first grade is critical. Research shows that children who fall behind in first grade tend to remain below grade level for years to come. The gap generally widens as the grade level increases.

Numerous studies have examined the effectiveness of Reading Recovery for children with specific reading disabilities.

Although all children progress during their Reading Recovery lessons, a few do not make the accelerated progress necessary to succeed without extra help. These children may be recommended for additional evaluation or continued adjusted assistance. In these instances, Reading Recovery serves as the first source of diagnostic reading instruction and the information gathered about the child's capabilities is essential for the student's next instructional phase.

What happens during a Reading Recovery lesson?

Each half-hour lesson consists of:

- ❖ the rereading of familiar books
- ❖ the reading of a story that was read for the first time on the previous day
- ❖ letter and word work
- ❖ composing and writing a short story
- ❖ reassembling a cut-up version of this same story
- ❖ reading a new book for the first time

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During the lesson, the teacher demonstrates problem-solving strategies and provides just enough support to help the child develop an effective working system to be able to extend learning as independently as possible.

Each Reading Recovery lesson incorporates the five essential components within a comprehensive program in reading. The five elements are: phonemic awareness, phonics instruction, fluency instruction, vocabulary instruction, and text comprehension instruction.

Accelerated progress is possible because Reading Recovery teachers design the instruction from carefully documented daily observations of what each child already knows about reading and writing.

How does Reading Recovery become part of a school's literacy program?

Reading Recovery is the early intervention, regular education component of a school's total literacy instructional program. It is not a stand-alone, isolated program. Reading Recovery teachers collaborate with classroom teachers and other colleagues.

Reading Recovery is available in five countries, and in 48 states of the United States. This system of instruction originated in New Zealand with the work of Marie Clay, its founder. New Hampshire initiated Reading Recovery teacher training in 1990-1991. There is a Reading Recovery teacher for each of the elementary schools in the Con Val District.

Reading Recovery teachers regularly meet with other Reading Recovery teachers under the guidance of a trained teacher leader. These scheduled sessions are the professional connections to the rigorous and dynamic teacher education network that is one of the hallmarks of Reading Recovery.

All Reading Recovery teachers are required to abide by the standards set forth in the Standards and Guidelines of the Reading Recovery Council of North America.

Where can I get more information about Reading Recovery?

- ❖ Visit online at: www.nhreadingrecovery.org and www.readingrecovery.org
- ❖ Contact the Reading Recovery teacher at any of the ConVal School District's elementary schools.