


Classroom Teachers and Reading Recovery

A Team Approach for Faster Acceleration

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- ▶ Reading Recovery is designed to reduce the incidence of literacy learning problems among individual young children and it is supplemental to the classroom program.

-Marie Clay- COT p. 248



- ▶ One criterion of Reading Recovery's success is the number of ex- RR children who can continue literacy learning with success back in their own classrooms after the intervention. That depends, obviously, on whether the quality of instruction in classrooms can sustain the progress of ex-RR students.

- Marie Clay-COT p. 248



What does Good First Teaching mean?

- ❖ Good first teaching begins with a belief that all children can learn to read and write.
- ❖ Good first teaching is based on a teacher's understanding of the reading and writing process.
- ❖ Good first teaching is based on assessment that informs instruction and documents individual learning over time.
- ❖ Good first teaching engages in a variety of authentic reading and writing experiences everyday.
- ❖ Good first teaching includes attention to letters and words and how they work.



What does Good First Teaching mean?

- ❖ Good first teaching takes place in a quality, organized environment that supports collaborative and independent learning.
- ❖ Good first teaching requires appropriate materials and resources to enable children with diverse strengths and needs to engage in reading, writing, and word study.
- ❖ Good first teaching requires a large block of daily instructional time for literacy.
- ❖ Good first teaching is paired with safety nets for children who need something extra.
- ❖ Good first teaching is not a program you can buy, but it is the result of an investment in professional development.

Fountas and Pinnell, 1999




Teachers: Do you know...

❖ How many current or former Reading Recovery students are in your class?

Knew the answer	1 st -4	2 nd -3	AIS-3
Did not know	1 st -1	2 nd -2	AIS-2


❖ What is their current reading level?

Knew the answer	1 st -4	2 nd -5	AIS-2
Did not know	1 st -1	2 nd -1	AIS-2

Teachers: Do you know.. 

❖ **Have you ever watched a Reading Recovery lesson?**
1st-2 2nd-5 AIS-3

❖ **Do you know what "discontinue from RR" means?**
1st-4 2nd-4 AIS-3

Teachers: Do you know.. 

❖ **Do you use the same prompts as the RR teacher?**
Yes 1st-4 2nd-3 AIS-4
No 1st-1 2nd-2 AIS-3


?

❖ **Describe your classroom reading program.**

Basal	1 st -2	2 nd -2	AIS-2
Leveled Books	1 st -4	2 nd -4	AIS-3

**Thoughts on Communicating with the Classroom Teacher
(For the Reading Recovery Teacher)**

- Select a time that is good for both of you- do not interrupt her lessons.
- Think about the teacher's strengths- try to use some of her strengths as a starting point.
- What specific information do I want to convey to the teacher?
- Make sure the teacher is clear as to your role in the child's literacy learning.
- Share things like book graphs and writing vocabulary charts with the classroom teacher and ask them to add words and compare classroom book levels to the RR levels.



Thoughts on Communicating with the Classroom Teacher (For the Reading Recovery Teacher)

- Give the teacher an idea of how the Reading Recovery levels compare to guided reading levels, or to basal levels.
- Ask the classroom teacher to share any assessments from the classroom, compare them together using the Observation Survey, and lesson records.
- Arrange for the teacher to observe the child during a lesson- this may take some creative scheduling on your part. Leave some time for discussion. If this is not possible, videotape the lesson and watch it together. Follow up with a discussion.

Based on the work of Marie Clay



Thoughts on Communicating with the Reading Recovery Teacher (For the Classroom Teacher)

- Encourage communication frequently- not just in passing.
- Use the Reading Recovery teacher's expertise to help you continue to accelerate the child.
- Be aware of what level the child is working on in Reading Recovery.
- Share new classroom learning with the RR teacher- spelling words, new things from Writing Workshop.



Thoughts on Communicating with the Reading Recovery Teacher (For the Classroom Teacher)

- Set up a time for the RR teacher to observe the student in their reading group- make time to have a discussion afterward.
- Try to find some time to listen to the RR student read his book to you- share your thoughts with the RR teacher.
- Let the RR student read his book to the class or to a small group.
- Ask the RR teacher questions- this can only help the child.



Thoughts on Communicating with the Reading Recovery Teacher (For the Classroom Teacher)

- Make sure you understand initial and ending Observation Surveys.
- Compare a classroom running record and a RR running record. Are you looking at the child's errors in the same way?
- Become familiar with some Reading Recovery prompts. Using a common language will help the child.

Based on the work of Marie Clay



Constructive Conversations

- ▶ Conversation #1-
 - ❖ A Veteran Reading Recovery Teacher and A First Year Classroom Teacher, Grade 1

- What do you notice about the support/guidance within this conversation?



Constructive Conversations

- ▶ Conversation #2-
 - ❖ 2 Veteran Teachers

- What can you take from this conversation? What might help you?
- How does level of experience affect these conversations?



Put it into Play!

- ▶ Reading Recovery Student
 - Week 18
 - Level 12
 - Classroom Level- E
- ▶ Using the packets of information on your table, please have a professional discussion about the progress and possible further support of this student.

Discontinuing a RR student

- ▶ “How can we decide whether a child is ready for the individual tutoring to stop?...Consultation with the class teachers, and the person in charge of the first years in school, will be necessary. Recording observations of the child’s behavior during class reading at any time during his Reading Recovery lesson series can be helpful but they are particularly important when decisions are being made about continuing and discontinuing tuition” (Clay- LL Pt1 p. 56).

Discontinuing a RR student

- ▶ “As the next step in discontinuing prepare the child and his class teacher for this, perhaps even working with the child in his classroom for the last two weeks of his series of lessons” (Clay-LL Pt1 p. 59).
- ▶ “..offer to monitor the child’s progress, say once every two weeks, then once a month, until you and his teacher are sure that he is continuing to make progress” (Clay-LL Pt1 p.59).

Ways to Communicate with Second Grade Teachers

- In September, make sure classroom teachers know who in her class is a former RR student and what their ending status was.
- Give the former RR student a basket of familiar books to read in their room- this might help them get on track.
- When time permits, do a running record on the former student and analyze it. Share this with the second grade teacher and try to point out the good things the student can do.



▶ “We need to recognize and work with different paths to the same outcome, and we need to offer more expert teaching interactions to children” (BL p.23).



Together we can!

Working together as a team means winning together as a team.

Have a question/ comment for us?



Email us!



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