Fall 2006

Reading Recovery: a Parent Guide

Amy Parris
Regis University

Regis University
School for Professional Studies Graduate Programs
Final Project/Thesis

Disclaimer

READING RECOVERY: A PARENT GUIDE

by

Amy Parris

A Research Project Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Education

REGIS UNIVERSITY

July, 2006

ABSTRACT

Reading Recovery: A Parent Guide

The purpose of this project was to develop a booklet for parents of struggling readers and writers in which the basic activities of the Reading Recovery (Clay, 1993) program are detailed and the vocabulary that educators use when they teach Reading Recovery is listed. Also included is some vocabulary that is used in the regular classroom. The booklet is a tool for parents to use at home while helping their children with reading and writing. Many parents want to help their children with reading and writing at home but they do not know the best way to help. This project was designed to help those parents.

TABLE OF CONTENTS

Chapter 1

INTRODUCTION

Reading Recovery is a program that has been implemented as an intervention for students who are struggling with reading and writing in many schools

> throughout New Zealand, and several Australian states, in remote and urban areas of Canada, in most states of USA, in Northern Ireland, Wales and England, with a tiny beachhead into Scotland, and in island territories like Jersey, Bermuda and Anguilla. (Clay, 2000, p. 3)

Despite its wide use, many parents do not know or understand the vocabulary and activities that are used by the teachers of Reading Recovery.

Statement of the Problem

Many parents of struggling readers want to help their children but, often, do not know how to help them. The parents know only how they were taught to read and write; therefore, they use those methods to try to help their children. The result can be that struggling readers or writers end up more confused after the parents have tried to help, and the parents can end up frustrated.

Parents need a guide to outline the basic activities of the Reading Recovery program (Clay, 1993) and the vocabulary that educators use when they teach Reading Recovery. Such a guide could help parents when they work with their children at home.

Purpose of the Project

The purpose of this project was to develop a guide or a booklet for parents of struggling readers and writers in which the basic activities of the Reading Recovery

program (Clay, 1993) are detailed and the vocabulary that educators use when they teach Reading Recovery is listed. The booklet will be a tool for parents to use at home while helping their children with reading and writing.

Chapter Summary

It is this researcher's position that a guide for parents about Reading Recovery could help both the parents and the struggling readers and writers be more successful in the work they do at home. Presented in Chapter 2 is the Review of Literature where background of the Reading Recovery program, current practices in Reading Recovery, and some of the concerns about Reading Recovery are detailed. In Chapter 3, the method for the development of the parent guide is outlined.

Chapter 2

REVIEW OF LITERATURE

The purpose of this project will be to develop a guide or booklet for parents of struggling readers and writers in which the basic activities of the Reading Recovery program (Clay, 1993) are detailed. Also, the vocabulary that educators use when they teach Reading Recovery will be provided. The booklet will be a tool for parents to use at home while they help their children with reading and writing.

Historical Background of Reading Recovery

Marie M. Clay (1991, 1993b, 2001; Gaffney & Askew, 2001) started to develop the Reading Recovery program in 1976 in New Zealand in order to help classroom teachers who were frustrated with some students' progress in literacy. Clay (1993b) asked the question "What is possible when we change the design and delivery of traditional education for the children that teachers find hard to teach?" (p. 97). Clay used this question to design her research studies, and her findings contributed to her development of the Reading Recovery program.

From 1976-1981, Clay (1993b) conducted a research project to answer her original question. She developed a program to test her ideas and conducted: (a) a field trial, (b) follow-up research, (c) a replication study, and (d) a 3 year follow-up study. Through these studies, Clay found that *hard to teach* students could be taught reading and writing successfully and, in fact, reach their average class level by changes in the way they

were taught early in their education. One of Clay's basic concepts is to focus on the student's strengths and build on what he or she knew already. Clay's method of teaching these students is called Reading Recovery, and it is currently being utilized

> throughout New Zealand, and several Australian states, in remote and urban areas of Canada, in most states of USA, in Northern Ireland, Wales and England, with a tiny beachhead into Scotland, and in island territories like Jersey, Bermuda and Anguilla. (Clay, 2000, p. 3)

Before Reading Recovery

Reading and writing were perceived in different ways before the Reading Recovery program was implemented (Clay, 2001). Clay stated that "A predominant approach to beginning reading instruction for the past century has been to describe reading and writing acquisition from an array of pre- and post-tests, and statistically derive the important components of early reading from these scores" (p. 42). The design of the reading and writing curriculum was focused on the development of the important components. This design worked well for approximately 80% of the students.

According to Clark (1992), in the 1960s and early 1970s, learning to read was emphasized most in the first 2 years of school with only the need to practice reading after that.

> Success [in reading] was attributed mainly to the teaching in the initial stages in school, with an assumption that thereafter reading need only be practiced, rather than developed; failure was thought of in terms of deficits in the children and their homes. (p. 2)

During the past 20 years, there have been debates about the best methods to teach reading. Some of these methods include phonics, whole language, whole word, and whole sentence. However, Marie Clay's focus has been on the 20% of students who are not

successful in the regular classroom no matter which instructional method was used to teach reading (Clay, 2001; Clark).

When Clay (1993b) decided to find a way to help the struggling readers and writers, she realized she would not be able to compare the results of her program with other programs established for a similar outcome. Clay stated that "it was not possible in New Zealand at that time to ask how well this programme worked (the Reading Recovery program) compared to competing programmes since none existed" (p. 60). Her comparison group was composed of the students in the regular classroom.

The Beginning of Reading Recovery

Clay's (1993b) first study that was focused on Reading Recovery was the Development Project which took place from 1976-1977. In this study, she observed teachers while they worked one-on-one with struggling readers. Clay wanted to identify the strategies that teachers used to help these students and determine the reasons behind the strategies. Also, during this time, "a large number of techniques were piloted, observed, discussed, argued over, related to theory, analysed, written up, modified and tried out in various ways, and most important, many were discarded" (p. 61).

During this first study, Clay (1993b) observed that some students were able to read at the same level of difficulty but they had different strengths and struggled with different things. It was through this observation that Clay decided Reading Recovery would need to be individualized and be taught one-on-one. Five components were identified, based on the results from the first study: (a) intensive lessons would need to take place more than two or three times a week, (b) a list of the most effective teaching

procedures should be provided as a guide for teachers, (c) some procedures may be eliminated or less emphasized based on the students' needs, (d) teachers should build on the students' strengths to make quick gains in reading and writing, and (e) specific goals for the discontinuation of tutoring should be determined so that the students remained successful when they return to the regular classroom.

In 1978, Clay (1993b) started the Field Trial Research for the Reading Recovery program. "The Field Trial research was an exploratory study to find out what kinds of outcomes were possible" (p. 61). She wanted to answer four questions: (a) how much could the poorest readers be helped, (b) how many students could be helped, (c) how did the tutored students compare to the non-tutored students, and (d) would the gains be sustained after discontinuation of the tutoring? Also, she focused on: (a) how to train the teachers, (b) how to adapt the program for different schools, and (c) how to justify the 1:1 student teacher ratio.

Five very different schools were included in Clay's (1993b) study. All 291 of the 6 year old students at the five schools were tested in reading. The students with the lowest scores at each school were chosen for Reading Recovery tutoring. There were 122 students in the tutoring sample. The students were tutored daily with a 1:1 student to teacher ratio. Students were discontinued from tutoring "when the teachers judged from the children's work that they would be able to work with and survive in an appropriate group in their classroom and maintain their progress" (p. 64).

At the end of 1978, all of the original students were retested, including the ones who received Reading Recovery tutoring as well as the ones who did not receive Reading

Recovery tutoring to determine their book level and their reading vocabulary (Clay, 1993b). The results showed that "the Discontinued group made higher and significantly different gains from the Control group in all tests" (p. 65), and "the Not Discontinued group made gains that were not significantly lower than those of the Control group on Book Level, Reading Vocabulary and Letter Identification" (p. 67).

After the Field Trial Research was complete, Clay (1993b) conducted follow-up studies to determine whether the gains the students made were sustained. Clay found that the students, who were discontinued in the Reading Recovery program, maintained their gains and continued to improve and stay on target in reading. Also, she found that the students who did not reach discontinuation continued to struggle with reading. These results implied that use of the Reading Recovery program was effective, and that the students who received tutoring needed to stay in the program until the teachers decided they were ready to be discontinued from tutoring.

Due to the strong results found in Clay's studies of her Reading Recovery program, New Zealand officials decided to make Reading Recovery part of its national curriculum (Clark, 1992; Clay, 2000). Subsequently, Reading Recovery has been employed in numerous schools around the world.

Theoretical Background of Reading Recovery

Marie Clay (2001) based her ideas of the Reading Recovery program on her study findings and the understanding of "lifespan developmental psychology of the 1970s" (p. 290). She used the idea "that dynamic change in environments or social contexts must be taken into account in any treatment or optimisation paradigm" (p. 290). Clay stated that

part of her theoretical background of the Reading Recovery program was based on

> the relativity of all judgements – whether made by theorist, researcher, teacher or learner. This leads to the conclusion that when the interactions between individual and society are complex and changing it is the tentative decisions operating in a flexible system that provide the suitable base from which to get change. And literacy learning is an encyclopaedic series of changes. (p. 290)

When Clay (2001) decided to develop a program for the 20% of struggling readers found in the average classroom, she utilized her knowledge from many different fields including "education, educational psychology, instructional psychology, psychological assessment, research in classrooms, and what [was] known about atypical developmental psychology, clinical child psychology, and genetics" (p. 290). Clay developed a program with depth that has stood the test of time because she combined her knowledge from numerous different fields.

Instead of accepting the idea that there was nothing anyone could do about struggling readers, Clay (1993b) asked the question, "What is possible" (p. 60). Then, Clay (1993b, 2001) utilized her background, conducted studies, and made changes to her ideas after testing them. The premise of her Reading Recovery program is that struggling readers can be successful.

The Reading Recovery Program

Purpose of the Program

The Reading Recovery program (Clay, 2001) was designed to be an intervention for students who struggle with reading and writing. It was designed to be used in the second year of school to help struggling readers and writers catch up and be able to participate and succeed in literacy with the average students in a classroom. Also, the

Reading Recovery Program was "designed to reduce the incidence of literacy learning problems among individual young children and it is supplemental to the classroom programme" (p. 248).

Before Entry to the Program

The Reading Recovery program (Clay, 2001) consists of many parts but there are some main principles that must be followed: (a) 1:1 student to teacher ratio, (b) individualized program and instruction, (c) supplemental to regular classroom instruction, (d) build on the students' strengths and (e) tutoring takes place every day during school. The Reading Recovery program "can be described as clinical because it delivers different programmes to different children according to their strengths and learning needs" (p. 248).

One of the most important components of the Reading Recovery program (Clay, 1993a) is observation of the students as they read and write. By close observation of the students' literacy skills, teachers can understand where the students are able to excel and what their weaknesses are. The teachers can then build off the students' strengths in their instruction.

Clay (1993a) provided several tools in her Observation Survey to help teachers observe and record their students' literacy skills. These tools include the use of: (a) running records, (b) letter identification, (c) concepts about print, (d) word test, (e) writing, and (f) dictation. Also, these tools can be used to record students' progress in reading and writing.

After 1 year of teaching and utilizing the Observational Survey, Clay (1993b) recommended that students' progress should be assessed. Teachers, who have utilized the

Observation Survey, will have a documented record of students' progress throughout the year. Clay recommended that students, who struggle the most with reading and writing, should be provided with the Reading Recovery intervention at this point.

Elements of the Program

The goal of the Reading Recovery program (Clay, 1993b) is to accelerate the learning of struggling readers and writers so they can function at the average level of their class and are able to participate successfully in reading and writing in their regular class at the time of their discontinuation of the program. Clay did not define the program using "elaborate definition(s) of reading difficulties. One simply takes the pupil from where he is to somewhere else" (p. 12).

Once students enter the Reading Recovery program (Clay, 1993b), several steps take place to start students on the path to success. Reading Recovery teachers use the Observation Survey of the students to determine the students' strengths in reading and writing. With the use of these strengths, the teachers make a plan for the tutoring to help accelerate the students' learning.

During the first 2 weeks, Clay (1993b) suggests that the teachers "roam around the known" (p. 12). During this time period, the teachers watch and record reading behavior they think will be helpful in teaching their students. Also, they review the information that the students know already such as specific letters, words, phrases, and sentences until the students are very comfortable with their knowledge. This will be different for each student since what each student knows differs. That is one of the reasons that Clay emphasized the 1:1 student to teacher ratio.

During the first 2 weeks, the next step in the Reading Recovery process is to "find several appropriate texts that the child can read at about 90 percent accuracy or better" (Clay, 1993b, p. 13). The teacher makes running records to ensure that the student is reading the books at a 90% or better accuracy rate. However, it may be necessary for the teachers to write books for the students based on their own vocabulary. Slowly, as the students progress, the teachers can utilize published books.

There are a few other steps included in the first 2 weeks of instruction (Clay, 1993b). The teachers need to keep a record of how the students respond to their teaching. What strategies work? How do the students help themselves? Also, the teachers need to encourage writing so they can gain more information about the students' abilities. Finally, the teachers should determine if they are helping to build the students' confidence in reading and writing.

After the first 2 weeks, the teachers will move into more structured tutoring sessions (Clay, 1993b).

> A typical tutoring session would include each of these activities, usually in the following order, as the format of the daily lesson:
> 1. rereading two or more familiar books
> 2. rereading yesterday's new book and taking a running record
> 3. letter identification (plastic letters on a magnetic board) *and/or* word-making and breaking
> 4. writing a story (including hearing and recording sounds in words)
> 5. cut-up story to be rearranged
> 6. new book introduced
> 7. new book attempted (p. 14)

Depending on the strengths of the student, the amount of time spent in each section may vary. Some instruction may be added or taken away to fit the individual needs of each student.

During Reading Recovery (Clay, 1993b) sessions, progress is monitored closely, and changes are made to ensure that students are make accelerated progress. In order to prepare students for discontinuation, teachers must allow students to use their skills. Teachers should not do things for students that the students can do themselves. The teachers "encourage and reinforce independent operating, and problem detection, and problem-solving. [Their] teaching must defeat a common outcome of remedial programmes which is that they make the pupils dependent on the teacher" (p. 58).

The final step of the Reading Recovery (Clay, 1993b) program is to decide when students should be discontinued from the program. The first step to discontinuation is to test the students with the use of the Observation Survey. The students should be tested by a different teacher, not their regular classroom teacher or their Reading Recovery teacher. The data are then compared to the original data collected to see how much progress has been made. The students are ready to be discontinued when they have reached the average reading level of students in the regular classroom, and they are able to function successfully and independently in the regular classroom. It is important that the students fit in well with a reading group in the regular classroom. The final decision to discontinue students is made collaboratively between the Reading Recovery teacher and the classroom teacher. After the decision has been made to discontinue students, the Reading Recovery teacher may offer to help monitor the students' progress in the regular classroom to ensure they are able to continue successfully. This monitoring may be once every 2 weeks, and then once a month until it is decided that it is no longer necessary. That means the students are now learning to read and write successfully in the regular classroom.

There are some instances when students do not reach discontinuation (Clay, 1993b). In some of these cases, the students are referred to special education staff for further help. Also, the Reading Recovery teachers may find areas of weakness after they re-test the students using the Observation Survey. In that case, new goals are set and the students will continue in the Reading Recovery program until those new goals are achieved.

Arguments Against Reading Recovery

Cost

One of the major concerns about the Reading Recovery program is the cost involved in the use of a 1:1 student to teacher ratio (Iversen, Tunmer, & Chapman, 2005; Tunmer & Chapman, 2003). This cost is not only a financial one but, also, it involves the number of students who can logistically receive the Reading Recovery intervention. Iversen et al. and Tunmer and Chapman theorized that many students, who need extra reading and writing help, do not receive it because of the cost of the program. Tunmer and Chapman cited Elbaum, Vaughn, Hughes, and Moody (2000) and stated,

> One-to-one interventions place severe practical limits on the number of students that can receive supplemental instruction. Despite the popular belief that one-to-one instruction is more effective than instruction delivered to large numbers of students, there is actually little systematic evidence to support this belief. Each additional student that can be accommodated in a instructional group represents a substantial reduction in the per-student cost of the intervention, or alternatively, a substantial increase in the number of students that can be served. (p. 352)

If the Reading Recovery Program could be designed for use with for small group instruction, more students would be helped, and the program would be less expensive.

Iversen et al. (2005) and Tunmer and Chapman (2003) suggested that very little research has been done to test the need for the 1:1 student to teacher ratio. Iversen et al. conducted a study to test the effectiveness of Reading Recovery instruction with the use of a 2:1 student to teacher ratio. They concluded that, if the instruction time was increased from 32-42 minutes, the effectiveness of the program was similar to the 1:1 student to teacher ratio. The benefits of an increase in the student to teacher ratio are that more students receive help, and it costs less money per student.

Clay (1993b; 2001) suggested that the 1:1 student to teacher ratio is necessary in order to address the different needs of each student. However, Tunmer and Chapman (2003) stated that "those who manage the delivery of Reading Recovery are strongly opposed to adapting the program to small group instruction because, they maintain, the program is designed to respond to the individual needs of problem readers" (p. 353).

Other Issues

Another concern that was addressed by Tunmer and Chapman (2003) was the roaming around period that Clay (1993b) suggests for the first 2 weeks. According to Clay, the first 2 weeks should be used to build on the students' strength and reinforce what they do know. Tunmer and Chapman suggested that this time could be used more efficiently if work on the students' reading issues were addressed immediately.

In addition, Tunmer and Chapman (2003) stated that "another issue relating to [the Reading Recovery] program delivery concerns the congruence of Reading Recovery with the child's regular classroom literacy program" (p. 354). They suggested that inconsistencies between the regular classroom instruction and Reading Recovery

instruction could lead to students becoming confused especially if the instruction is not aligned. Tunmer and Chapman recognized that these inconsistencies are "not likely to occur in New Zealand, where Reading Recovery was developed to complement regular classroom literacy instruction [but] it may arise in countries and educational systems where early literacy instructional practices are less uniform" (p. 354). Nevertheless, Clay (1993b) maintained that Reading Recovery can be an effective intervention with any type of classroom instruction.

A final concern with the Reading Recovery program is that phonological awareness is not taught explicitly (Center et al., 2001; Freeman, & Robertson, 2001, Iversen et al., 2005; Schwartz, 2005; Tunmer & Chapman, 2003). Schwartz stated that "good beginning readers score higher than struggling readers on phonemic awareness measures, and these measures taken at the end of kindergarten or the beginning of first grade can predict progress across first grade" (p. 265). Schwartz maintained that the addition of explicit phonological awareness teaching would make intervention programs such as Reading Recovery more effective.

Center et al. (2001) conducted a study to compare students who attended a code oriented literacy program with students who attended a meaning oriented literacy program. In the code oriented program, the teachers focused on phonics as the main teaching method for literacy. In the meaning oriented program, the teachers focused on using the context, the *whole language* to teach literacy. The Center et al. sample included the students who participated in the Reading Recovery program, as well as students in the regular classroom programs. They concluded that both regular students and reading

recovery students, who attended the code oriented literacy program, outperformed the students that attended the meaning oriented literacy program. They suggested that the addition of code oriented teaching to Reading Recovery could improve the program.

When Iversen et al. (2005) conducted their student to teacher ratio study, they included a phonological awareness section in their testing and teaching. They suggested that, because struggling readers tend to have difficulties with phonological awareness, this should be addressed, taught, and tested for in the Reading Recovery program.

Proponents of Reading Recovery, Recent Studies

Clay's (1993b) original Reading Recovery study was conducted in 1976. Since then, several research studies have been conducted on Clay's program (Harrell, 2000; Moore & Wade, 1998; National Data Evaluation Center, 2005; Rodgers & Gomez-Bellenge, 2005; Wearmouth, 2004). Some of theses researchers focused on the long term benefits of Reading Recovery and conducted longitudinal studies. Others focused on the success or failure of the Reading Recovery program in specific school districts, states, or nations.

A Longitudinal Study

Moore and Wade (1998) conducted a longitudinal study where they measured the long term effectiveness of the Reading Recovery program. The sample group in Moore and Wade's study consisted of students who had received Reading Recovery tutoring in their second year of school, as well as their classmates who received only regular classroom instruction.

Moore and Wade (1998) designed a study to follow-up with their original sample group after 5 years had passed. They wanted to determine if use of the Reading Recovery instruction had a long term impact on the students that received it. They found that the Reading Recovery students maintained the gains that were measured at the end of their tutoring. In some cases, the Reading Recovery students surpassed the reading levels of their classmates who, originally, had been stronger readers. Moore and Wade concluded that the benefits of the Reading Recovery program at the schools they studied were maintained years after the students had been discontinued from the program.

Muscogee County School District Study

In 1997, staff of the Muscogee County School District in Georgia implemented Reading Recovery as a district wide intervention program for struggling readers (Harrell, 2000). In order to receive funding for the second year of the program, they had to prove the effectiveness of the program during the first year.

Several assessments were used to determine the effectiveness of the Reading Recovery program in its first year: (a) Clay's Observation Survey, (b) Gates-MacGinite Reading Tests, (c) Iowa Test of Basic Skills, and (d) the classroom teacher's assessment of students' progress (Harrell, 2000). In almost all of the assessment areas, the students scored significantly ($p < .05$) higher than the control group. Funding was granted for the program to continue.

The Ohio State Study

In the 2004-2005 school year, the Reading Recovery program in Ohio schools was monitored and studied in order to report the outcomes and effectiveness of the program

(Rodgers & Gomez-Bellenge, 2005). Data were reported by every Reading Recovery teacher in the State of Ohio and Rodgers and Gomez-Bellenge compiled the data and wrote a report on the final outcome of the 2004-2005 program.

The sample consisted of 5,135 Reading Recovery students who were instructed in Reading Recovery during the 2004-2005 school year (Rodgers & Gomez-Bellenge, 2005). Rodgers and Gomez-Bellenge reported that there were "619 Reading Recovery teachers [who] worked in 410 schools and 155 school districts in Ohio" (p. 3) who participated in their study. The Reading Recovery teachers reported their findings for the following eight questions:

1. How many children were served and who was served in Reading Recovery?
2. What was the end-of-program status of children served by Reading Recovery? What percentage was successfully discontinued?
3. What was the progress of the Reading Recovery children on literacy measures?
4. What were the distributions of students' scores on Observation Survey tasks at year end? What proportion of students scored in each achievement group for each measure?
5. What were the gains from exit to year-end testing of first-round Reading Recovery children who were successfully discontinued?
6. Was there a change in the reading group placement of Reading Recovery children from beginning to end of the school year?
7. What percentage of Reading Recovery children were referred and placed in special education?
8. What percentage of Reading Recovery children were considered for retention and retained in first grade? (p. 8)

Rodgers and Gomez-Bellenge (2005) found that 74% of the Reading Recovery students were successfully discontinued from the program. The remaining 26% of the Reading Recovery students were recommended for other interventions at the end of the program. The average text level of the Reading Recovery students upon entry into the

program was 1 vs. 4 for the regular classroom students. At the end of the year, the average text level for the discontinued Reading Recovery students was 18 with the regular classroom students at a level 20. The discontinued Reading Recovery students gained 17 text levels. The regular classroom students gained 16 text levels.

Another gain reported by Rodgers and Gomez-Bellenge (2005) was in the Reading Recovery students' placements in reading groups during reading instruction in their regular classroom. At the beginning of the year, "90% of children [who were placed in Reading Recovery] were classified in the Low reading group. . . with another 9% classified in the Lower-Middle reading group" (p. 30). At the end of the year, 50% of the discontinued students were placed in either the Mid-High or High reading groups in their regular classroom. Of the discontinued students, 42% were placed in the Mid-Low reading group and 9% remained in the Low reading group.

The Reading Recovery students showed improvements in all of the other assessments they were given (Rogers & Gomez-Bellenge, 2005). The gap between the Reading Recovery students and the regular classroom students was narrowed through their participation in the Reading Recovery program.

A National Study

In the 2004-2005 school year, data were collected by staff of the National Data Evaluation Center (NDEC; 2005) on all of the Reading Recovery programs throughout the United States. Reading Recovery teachers reported their findings with the use of the same eight questions that were used in the Ohio Study via the NDEC website. The statistics were compiled and reported by the NDEC.

There were 115,717 students who participated in a Reading Recovery program in the U.S. in the 2004-2005 school year at 476 different sites (NDEC, 2005). Of the 115,717 students, 68,574 students reached discontinuation of the Reading Recovery program; a success rate of 60%. Of the remaining 40%, 19% of the students were recommended for other interventions after their completion of the program, 14% did not complete the program, and 4% moved. Of the original sample, 90,535 students completed the Reading Recovery program in the 2004-2005 school year, and 68,574 students reaching discontinuation. That was a success rate of 76%.

At the beginning of the school year, 68% of the Reading Recovery students were placed in the Low Average or Low reading groups in their regular classroom (NDEC, 2005). At the end of the year, 71% of the discontinued students were placed in the Average, High Average, or High reading groups in their regular classrooms.

The average book level for the Reading Recovery students upon entry to the program was 0.9 (NDEC, 2005). The average book level for the students in the regular classroom was 4.2. At the end of the year, the first round of discontinued students were at an average reading level of 19.5. The average level of the students in the regular classroom was 20.2. The Reading Recovery students gained 18.6 levels, and the regular classroom students gained 16 levels.

As with the Reading Recovery students in the Ohio study (Rodgers & Gomez-Bellenge, 2005), the Reading Recovery students throughout the U.S. made major gains in all of the areas that were studied and reported (NDEC, 2005). The results from both the national study and the Ohio Study suggested that the Reading Recovery program is still a highly effective intervention for struggling readers and writers.

Chapter Summary

Reading Recovery (Clay, 1993b) is an intervention program that is designed to help struggling readers and writers, and it is used in many areas around the world. Even though there are some criticisms of the Reading Recovery program, it has been found to be an effective intervention for many students. In Chapter 3, the methods that will be used for this project will be addressed.

Chapter 3

METHOD

The purpose of this project was to develop a guide or booklet for parents of struggling readers and writers in which the basic activities of the Reading Recovery program (Clay, 1993) are detailed. Also, the vocabulary that educators use when they teach Reading Recovery was provided. The booklet will be a tool for parents to use at home while they help their children with reading and writing.

Target Population

This project was designed for parents with struggling readers that participate in a Reading Recovery (Clay, 1993a) program. Also, it will be useful for parents with struggling readers that are in kindergarten through second grade. Principals and teachers might also be interested in using the booklet to give them a better understanding of Reading Recovery (Clay, 1993a) and ideas for parents to help their children at home with reading and writing..

Procedures

This project contains three parts: (a) definitions of some of the vocabulary that is used in the Reading Recovery (Clay, 1993a) program and in the regular classroom concerning literacy, (b) a brief explanation of the Reading Recovery program (Clay, 1993a) and some of the activities that teachers use while teaching Reading Recovery, and (c) some ideas and activities that parents can do with their children at home to help them advance in reading and writing.

Goals of the Research Project

The goal of this project was to provide parents of struggling readers a guide to better enable them to help their children at home. Another goal of the booklet is to provide definitions of commonly used vocabulary from Reading Recovery (Clay, 1993a) and regular classroom literacy instruction to help parents better communicate with teachers and principals. A third goal of this booklet is to help parents understand common elements of the Reading Recovery program.

Peer Assessment

Assessment of the booklet was obtained from three experts. The experts included one teacher, one school administrator, and one parent. Each expert provided informal feedback after they read the booklet. They provided feedback on the contributions of the project, if they thought it will be helpful for the target audience, if they would have added anything, and if they would have changed anything.

Chapter Summary

This project provides a tool for parents to use at home to help their children that are struggling with reading and writing. It will be especially helpful for parents who have children participating in a Reading Recovery (Clay, 1993a) program. The project was based on the Review of Literature and the researcher's experience teaching struggling readers and writers. Presented in Chapter 4 is the parent guide or booklet and, in Chapter 5, there will be a summary of the entire project that includes peer feedback, limitations to the project as well as recommendations for future study.

Chapter 4

RESULTS

Introduction

The purpose of this project was to develop a guide or booklet for parents of struggling readers and writers in which the basic activities of the Reading Recovery program (Clay, 1993a) are detailed and the vocabulary that educators use when they teach Reading Recovery is listed. The booklet will also include some activity ideas for parents to do with their children to help them become better readers and writers. The booklet will be a tool for parents to use at home while helping their children with reading and writing.

You Can Help
Your Child Succeed in Reading and Writing

by Amy Parris

So, your son or daughter is struggling with reading, writing or both.

Don't fret, you can help!

Yes, it has been a long time since you learned how to read and write. Yes, some things have changed in the way reading and writing is taught since you went to school.

No problem. This booklet is going to help you understand some of the current terminology, explain some of the intervention activities that are part of Reading Recovery, and give you some ideas to help your son or daughter at home.

Content of the Booklet:

1. The first part of this booklet is going to define some of the vocabulary that is used in the Reading Recovery program and in the regular classroom that you may not be familiar with.

2. The second part of this booklet is going to explain some of the intervention activities that are used in the Reading Recovery program.

3. The final part of this booklet is going to give you some ideas and activities that you can do with your son or daughter at home that will help them advance in their reading and writing.

Part 1: Vocabulary

1. **Book Level** – this term is used to describe books that are used during Guided Reading. The books for Guided Reading are put into levels starting with level 1 as the simplest. All level 1 books will look similar. They will have large print with pictures that match the print such as a picture of an apple with a sentence that has the word apple in it and very few words on each page. As the levels get higher, the print gets smaller, more words appear on the pages, and the pictures are not as obvious. There are expectations that all of the students will reach a certain book level by different times in the school year. If a student does not reach that level, it raises a red flag for the teacher that the student may need extra help such as Reading Recovery.

2. **Guided Reading** – a process where teachers work with small groups of students that are around the same book level. The teacher model reading strategies that will help the students continue to improve in reading. Some strategies include Say and Slide, Leap Frog, I Spy, and Running Start. The teacher will challenge the students to use their strategies to figure out words. (Teachers may use different names for the strategies so it is important for the parents to find out the terminology that is being used in their child's classroom). The teacher may have students do different activities such as cutting up sentences and/or words and putting them back

together or writing words in a "salt tray" to help students remember them. The books that are practiced in guided reading are frequently sent home to practice with the parents. It is helpful if the parents know the strategies that are being used and taught in the classroom so they can better help their children.

3. **Literacy** – the ability to read, write, communicate, and comprehend

4. **High Frequency Words** – words that are seen and read in many different books as well as used frequently in writing such as 'the' and 'and'. Students are expected to know high frequency words both when they read them and when they write them. They should be spelled correctly when the students use them in their writing.

5. **Inventive Spelling** – a process that encourages children to write even though they do not know how to spell words correctly. They are encouraged to listen for the sounds in the words and write down what they hear. At first, they may only write down the beginning and ending sounds such as 'ct' for the word cat. As they advance, they will hear the

middle sound and be able to write 'cat'. It is important to understand that spelling all words correctly is not the most important part of learning to write.

6. **Observation Survey** – a series of assessments designed by Marie M. Clay to help teachers understand their students progression in reading and writing

7. **Parts of the Observation Survey**

   A. **Running Record** – this assessment is designed to examine the reading accuracy of the student. The teacher records each word that is read correctly with a check mark and records each error using codes to describe the type of error such as a skipped word or a replaced word. The teacher is able to use the errors and number of words read correctly to calculate the students reading accuracy with each text. The teacher is able to identify areas of difficulty. Overtime, a file is built to document a student's progress in reading.

   B. **Letter Identification** – this assessment helps the teacher understand the student's knowledge of

letters. In this assessment, the student is given a piece of paper with random letters put into rows and columns. The student is asked to read left to right and from the top down to identify each letter. The teacher is able to determine the problematic letters for each student. Some schools also expect the students to know the letter sounds although this is not an official part of the Letter Identification task from Clay's Observation Survey.

C. **Concepts About Print** – this assessment is designed to help the teacher determine the student's knowledge about the basic concepts of writing. Does the student understand where the front and back of a book is? Does the student understand that chunks of letters are used to make words and that words have meaning? Does the student understand that the print tells the story versus the pictures?

D. **Word Test** – this assessment is designed to help the teacher understand the student's sight word vocabulary. The assessment is compiled using several high frequency words that are in the books that are being read at the student's reading level. The student is asked to read as many words on the page as he or

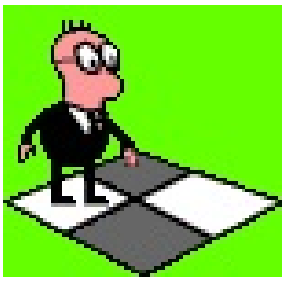
she can. This assessment helps the teacher understand what words the student knows out of context and what words still need work.

E. **Writing Vocabulary** – in this assessment, the student is asked to write down all of the words he or she knows beginning with his or her name. This gives the teacher an idea of how many words the student knows from memory compared to the other students in the class. Another important writing assessment is to have the student write a simple book. This helps the teacher learn if the student understands left to right print. It also gives the teacher an idea of the words the student knows and the words the student is able to write (even though they are not spelled correctly) by listening for the sounds of the words. This is important because it tells the teacher if the student is hearing all (or any) of the correct sounds when he or she is trying to write

F. **Dictation Test** – during this assessment, the teacher will ask the student to write/dictate a sentence that he or she presents orally. The purpose of this assessment is to see how many different phonemes (sounds) the student hears and is able to write on the

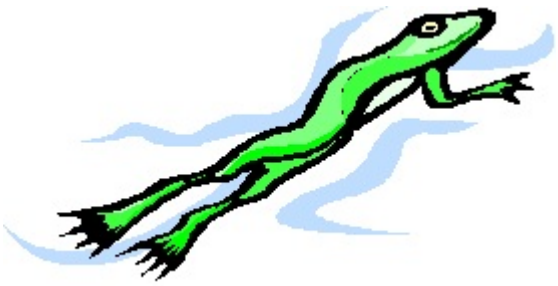
paper. The teacher is not looking for correct spelling. He or she is looking for the sounds associated with the different words.

8. **Reading Recovery** – a supplementary literacy program founded by Marie M. Clay designed to help struggling readers and writers in the first grade "catch-up" and stay on track with the average students in their classroom



9. **Reading Strategies** – strategies students learn to help them figure out tricky parts when they are reading

A. **I Spy** – students are taught to use the pictures to get clues for "tricky words" such as a picture of an airplane with the word airplane in a sentence. If the student is stuck, the teacher might remind him or her to use I Spy and check the pictures for clues.



B. **Leap Frog** – students are taught to leap over a tricky word, finish the sentence or page, then go back and re-read the sentence to see if they were able to figure out the tricky word. This strategy is really using comprehension but the students don't need to know that just yet. They think they somehow magically figured it out.

C. **Running Start** – for this strategy, students are taught to start over and read the sentence again when they were stuck on a word. It helps with fluency versus just figuring out the word and then continuing to read.

D. Say and Slide – this strategy is similar to how many of us were taught to read and the teacher would say "just sound it out". As we know, just sounding out the English language does not always work which is why other strategies are now taught. For this strategy, students are taught to get the sound of the first letter on their lips (which is why it is important for students to know their letter sounds) and then slide through the word. As they slide through the word, they are pointing with their index finger as while they say each sound. They then need to read the word faster to help with fluency and maybe do a running start.

You made it to the end of Part 1. Congratulations!!

Part 2: Reading Recovery Activities

So, your son or daughter has been placed in a Reading Recovery program. What does that mean? What will he or she be doing during Reading Recovery?

The first thing you should know is that both you and your son or daughter are very lucky. The Reading Recovery program is taught by experienced, highly trained teachers that will help your son or daughter succeed in reading and writing. Your child is getting help before they get too far behind. This is a **very** good thing.

The reason students are placed in Reading Recovery is because they fall in the lower 20% of their class in reading and/or writing

when they start 1st grade. This **does not** mean that your child is stupid!! It may simply mean that your child learns a little differently than many of the other students in his or her class and so a different instructional approach is necessary.

It is also important to keep in mind that children mature at different rates. We don't all learn to walk or talk on the exact same day. It happens in a range. Doctors only get concerned when children fall outside the "normal" range. Sometimes students are "behind" simply because they are maturing at different rates.

No matter what the case is with your child, having extra reading and writing instruction through the Reading Recovery program can and most likely will help your child (especially with your support). It is a win for your child!

Things You Should Know About Reading Recovery

- ✓ Reading Recovery is in addition to your child's regular reading and writing instruction in his or her classroom. This means your child will be receiving a "double dose" of literacy instruction every day.

- ✓ Your child will be working 1 on 1 with a highly qualified and trained Reading Recovery instructor.

- ✓ Your child will be receiving Reading Recovery instruction for 30 minutes every school day.

- ✓ The amount of time your child spends in the Reading Recovery program will depend on his or her progress.

- ✓ The classroom teacher and the Reading Recovery teacher will decide when it is time for your child to stop Reading Recovery tutoring. They closely monitor your child's progress and when he or she has reached the average class reading level and is able to function independently and successful in the regular classroom reading program, he or she will stop attending Reading Recovery tutoring.

- ✓ Reading Recovery is designed to focus on your child's strengths. By focusing on the strengths, teachers are able to build on what is already known and not waste time repeating.

What does the program look like?

How are students placed in the program?

The first part of the Reading Recovery program actually occurs before any students enter the program. During the first year of school, in kindergarten, students will be tracked in their reading and writing skills using Clay's assessments in her Observation Survey. These assessments are given to all students in the class. This gives the teachers a full year of data to track the progress of the students in reading and writing.

Throughout the year, but especially at the end of the year, teachers will use these assessments to determine if a student needs extra reading support and should be put into the Reading Recovery program at the beginning of first grade. Some students may be placed in the program later in the year in 1st grade as well, if the teachers find they are not making as much progress as they had expected.

What happens once a student has placed been placed the program?

The regular classroom teacher and the Reading Recovery teacher will collaborate to find the best 30 minute block for the student to be out of the regular classroom. This should not be during reading or writing time because the idea is that the student will get a double dose of literacy instruction.

During the first 2 weeks of the program, the Reading Recovery teacher will focus on what the student already knows how to do and do activities to help reinforce his or her knowledge. The teacher will have the student read books that he or she can read with a 90% or better accuracy rate. In many cases, the teacher and the student will write these books using vocabulary the student already knows. This is necessary because most published books will still be too difficult at this time. Plus, by writing the books, the student feels a sense of ownership.

This time period is designed to help build confidence in the student and to help the teacher get to know the student's strengths better. This way, the teacher doesn't waste time re-teaching what the student already knows. This time period also helps the student build trust in his or her teacher.

After the first two weeks, the teacher will begin a regular schedule based on the student's needs. The teacher may decide to alter the schedule depending on what he or she feels the student needs the most help with but a regular schedule is taught in the following order:

1. student re-reads 2 or more books he or she is has previously practiced

2. the student re-reads the previous day's "new book" while the teacher takes a running record to see how the student is progressing with it

3. next, the student identifies letters/sounds and/or makes and breaks words using plastic, magnetic letters on a magnetic board

4. students write a story – the teacher observe to see how many sounds the student is hearing and actually recording in his or her writing (this is a simple, very short story, maybe 2-3 lines)

5. the teacher then cuts the story up into pieces and the student has to put it back together

6. a new book is introduced by the teacher – the teacher will probably do a "picture walk" to help introduce the book

7. lastly, the student attempts to read the new book

If this sounds like a lot of work to do in 30 minutes, it is! Your child is going to be working very hard while he or she is in Reading Recovery. The hard work will pay off in the results.

Even though it is hard work, the kids still have fun with the activities. They also feel good as they make progress and become more successful.

And now it is your turn…

Part 3: The Things You Can Do At Home

So, at this point you probably want to know what you can do to help and support your child.

The first thing you can do is be positive and supportive of your child's work. Know that he or she is working very hard. Acknowledge your child's hard work. This is a slow process and the gains may not be obvious at first but they will come.

Second, don't do things for your child that he or she can do for himself/herself. It can be painful sometimes to listen to your child try to read. It can sound choppy. He or she may get stuck on lots of words. Instead of just telling your child the word when he or she is stuck, give them a chance to work it out. Remind your child of the reading strategies that they are using in class.

Third, make a commitment to work with your child every night (yes, this includes the weekends). This doesn't mean you are spending hours each night working with your son or daughter.

Many teachers suggest just 20 minutes a night. **Be a partner with your child's teachers.** If they send a book home for your child to practice, make sure he or she practices it. If they send a broken up sentence home for your child to put back together, make sure he or she does it. If the teachers don't send anything home, practice reading and writing with your own materials at home.

Last, find a way to make the things you do at home fun! A big part of this is your attitude toward homework. You need to look forward to working with your child and spending time helping them. Laugh and have fun with them. **Don't make this a chore.** If you look at this as a chore, your child will pick up on your attitude. If you get excited and tell your child, "Aren't you excited to read together?" your child will pick up on that as well.

By supporting your child with reading and writing now, you are ensuring your child's success in the future. Problems left ignored will not disappear; eventually, they explode into something bigger and more challenging.

Some Activity Ideas:

These ideas should be used in addition to the work your child's teacher sends home for them to do, **NOT** instead of the other work.

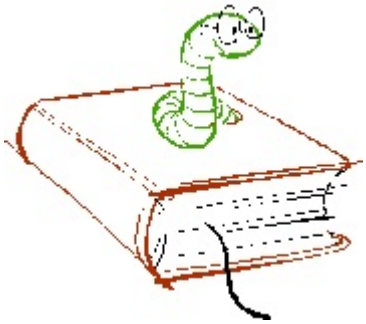
- **Read to your child every night before he or she goes to sleep.** This can be while your child is in bed or right before he or she goes to bed. Whatever you do, make it a ritual and make it fun. If your child wants to hear the same story over and over again, that's okay. If they want to help read along, that's okay. You can have your child read a page and then you read a page or you can have him or her repeat the page you just read. It's also okay for them just to listen and follow along. Maybe let your child point at the words as you read them. This should be a fun, bonding time. Snuggle up with your child and enjoy it. **Before you know it, your child will think he's too cool to do this so enjoy it while you can.**

- **Take your child to the grocery store with you and encourage her to read the different packages.** This also works when you are driving, at any store, or standing in line for something. The message you are giving is that reading can take place anywhere. The grocery store is especially good because there are usually pictures to go along with the words. Make this a fun game, not a chore. Keep a tally of all of the words your child was able to read while you were shopping and show them how great they did. Keep a record of your tallies so that you can show your child how many more words she is reading than before. Sure, a shopping trip may take a bit longer, but isn't it worth it?

- **Take your child to the library.** It's free, it's fun, and it gets your child excited about reading. Many libraries offer free activities. Take advantage of them. Let your child pick out 3-4 books to read that week. It's okay if they are too difficult for him to read independently, you can use them while reading to him at night. Make this a once a week or once every 2 week ritual. Make it a time your child will look forward to.

- **Have your child write letters to someone who will write her back.** Pick an aunt, uncle, grandma, close family friend, anyone that will write back. This will encourage your child to keep writing. She will look forward to receiving the letters she gets in the mail and writing replies. She will be practicing both reading and writing. Keep the letters simple. At first you may need to write translations under her writing so the person reading the letter will be able to comprehend it. Don't write the letter for your child. By doing it herself, it will allow her to practice hearing the sounds in the words and writing the corresponding letters. Don't let your child simply rush through this process. Encourage her to say the word out loud slowly, stretching it out like a rubber band. Have her write the first letter she hears, and then repeat the word again slowly, writing the next letter she hears. Have her repeat this process until there are not any more sounds to record. Again, make this a fun time. You can write a letter as well so you are doing an activity together. In this fast paced world, few people take the time to write letters. People love receiving snail mail, so make it a ritual.

- **Be a good role model.** Let your child see you reading and writing. Turn off the television and pick up a good book. While you are reading independently, your child can practice reading independently. Pick out books from the library so you can talk about the great books you are reading. Sponsor a book club or writing group. The kids can also run a group. If you don't currently read a lot, start with a topic you are interested in. Before you know it, you'll be hooked on books.

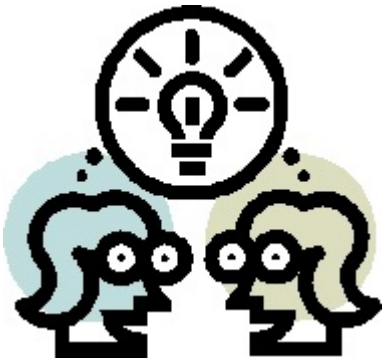


- **Create a fun reading environment.** Have a basket full of books and/or a bookshelf. Make sure the books are at a level that your child can see and reach. Have comfy blankets and pillows for your child to snuggle up with while he reads. Let your child act out the books he reads. Write a script together to go along with a book and then perform it. This can be a fun family activity that everyone can participate.

- **Take books everywhere.** If you are going to the beach, a friend's house, to the bank, wherever, always have books available for your child to read. This lets your child know that reading is not just for school or homework but that it is for pleasure as well. Have a book for yourself and your child that you can pull out while you're waiting in line or relaxing in a park or on the beach.

- **Communicate with your child's teacher.** Learn the terminology the teacher is using in the classroom. This will help immensely when you are trying to help your child at home. If the teacher says the 'th' sound is a tongue-cooling sound and your child can't remember what sound 'th' makes, by giving her the cue, "remember it is the tongue cooling sound" can make all of the difference. Make sure you know your letter sounds so you are telling your child the correct thing. If you can't get off work to go to your child's classroom, make an appointment to have this conversation with the teacher over the phone. If a phone conversation is not sufficient, make an appointment with the teacher for a time you are not working. Most teachers will be more than happy to meet with you if you just ask. It is best if both parents can attend since both parents might be helping their child.

- **Ask your child's teacher for additional ideas.** Tell the teacher what you are doing and ask for other suggestions. This serves 2 purposes: 1) it lets the teacher know you really care about your child's success and want to be involved and 2) you may get some great ideas that are not presented in this booklet. In most cases, 2 heads are better than 1.



Now, you should be ready to help your child excel in reading and writing. Be positive, patient, consistent, and most of all, have fun!

Before you know it, your child will be reading chapter books and writing essays. Enjoy this stage. Snuggle up and read.

Chapter Summary

This booklet was designed to help parents of struggling readers and writers add to their children's success in reading and writing by working with them at home. It also gave a brief explanation of the Reading Recovery (Clay, 1993a) program that many struggling readers and writers attend as an intervention to help them become stronger readers and writers. Chapter will be a summary of this project.

Chapter 5

DISCUSSION

The purpose of this project was to develop a booklet that would provide parents of struggling readers and writers a tool to use at home while helping their children with reading and writing. The booklet was especially geared toward parents who have children participating in a Reading Recovery (Clay, 1993a) program. The booklet was based on research of the Reading Recovery program that is presented in Chapter 2 in the Review of Literature as well as the author's experience.

The booklet was presented to three experts which included a first grade teacher, an elementary school administrator, and a parent of a struggling reader. They provided informal feedback on the booklet. Their feedback provided the foundation for the review of this project.

Objectives Achieved

There are many parents of struggling readers who want to help their children with reading and writing but they do not know how to help them. The primary objective of this project was to resolve this problem by providing information and ideas for parents to be able to better assist their children with reading and writing at home. Another goal was to provide information about the Reading Recovery (Clay, 1993a) program so parents who have children participating in a Reading Recovery program can better understand what their children are doing during Reading Recovery sessions as well as understand the

purpose of Reading Recovery. A third goal was to provide parents with definitions of words or phrases that are commonly used in Reading Recovery and regular classroom literacy instruction. This should help parents communicate better with their children's teachers.

All of these goals were achieved through the parent booklet. The experts that reviewed this project agreed that the booklet would be very helpful for parents with struggling readers and writers, especially parents who have children attending a Reading Recovery program. They also agreed that Part 1 of the booklet, the vocabulary, would be useful for all parents that have children in primary grades. The experts also suggested that the booklet would help parent/teacher communication.

Limitations of the Project

There are several limitations of this project. First, it would have been helpful for the author to be officially trained and certified in Reading Recovery (Clay, 1993a). Second, the project could have been more comprehensive but was kept shorter due to time constraints. Third, one of the experts suggested that the vocabulary could have been more comprehensive. She suggested that it should include definitions of the current assessments that are being used in schools so that parents would better understand some of the ways their children are measured in literacy. Some of these assessments include: (a) DIBELS, (b) DRA, (c) BEAR, and (d) phonemic awareness. Last, the entire project could have been more broad, addressing classroom literacy programs and other literacy intervention programs but it was kept more concise in order to keep it shorter and more focused.

Recommendations for Future Research and Study

More research should be done on the use of Reading Recovery (Clay, 1993a) with small groups versus the 1-1 student teacher ratio. If it is found effective, Reading Recovery would become more affordable and would probably be used in more schools. Also, research should be done on the usefulness of a parent guide to help parents teach reading and writing at home.

Project Summary

Presented in this project was a Review of Literature about the Reading Recovery (Clay, 1993a) program. The information from the Review of Literature was combined with the author's experience to write a booklet for parents with struggling readers and writers.

The purpose of this project was to develop a booklet for parents of struggling readers and writers in which the basic activities of the Reading Recovery program (Clay, 1993) are detailed and the vocabulary that educators use when they teach Reading Recovery is listed. Also included is some vocabulary that is used in the regular classroom. The booklet is a tool for parents to use at home while helping their children with reading and writing. Many parents want to help their children with reading and writing at home but they do not know the best way to help. This project was designed to help those parents.

REFERENCES

Center, Y., Freeman, L., Robertson, G. (2001). The relative effect of a code-oriented and a meaning-oriented early literacy program on regular and low progress Australian students in year 1 classrooms which implement Reading Recovery. *International Journal of Disability, Development and Education, 48*(2), 207-232. Retrieved June 2, 2006, from Academic Search Premier database.

Clark, M. M. (1992). Sensitive observation and the development of literacy. *Educational Psychology, 12*(3-4), 2-8. (ERIC Document Reproduction Service No. EJ 478 465)

Clay, M. M. (1991). *Becoming literate: The construction of inner control.* Portsmouth, NH: Heinemann.

Clay, M. M. (1993a). *An observation survey of early literacy achievement.* Portsmouth, NH: Heinemann.

Clay, M. M. (1993b). *Reading recovery: A guidebook for teachers for teachers in training*. Portsmouth, NH: Heinemann.

Clay, M. M. (2000, Spring). How is Reading Recovery able to be successful in a variety of settings internationally. *Network News,* 3-5. (ERIC Document Reproduction Service No. EJ 605 750)

Clay, M. M. (2001). *Change over time in children's literacy development.* Portsmouth, NH: Heinemann.

Gaffney, J. S., & Askew, B. (2001). Marie M. Clay. *Reading Recovery Council of North America,* 1-2. Retrieved June 2, 2006, from http://www.reaingrecovery.org/section/reading/maireclay.asp

Harrell, B. (2000). Outcomes of the Muscogee County School District Reading Recovery implementation year, 1997-1998. *Reading Recovery Council of North America, 12*(2), 2-5. (ERIC Document Reproduction Service No. ED 454 492)

Iversen, I., Tunmer W. E., & Chapman, J. W. (2005). The effects of varying group size on the reading recovery approach to preventive early intervention. *Journal of*

Learning Disabilities, 38(5), 456-472. Retrieved May 22, 2006, from Academic Search Premier database.

Moore, M., & Wade, B. (1998). Reading and comprehension: A longitudinal study of ex-Reading Recovery students. *Educational Studies, 24*(2), 2-7. (ERIC Document Reproduction Service No. EJ 605 750)

National Data Evaluation Center. (2005). *Reading Recovery and Descubriendo la Lectura national statistical abstract 2004-2005* (NDEC Rep. No. 1005-14) Columbus: The Ohio State University. Retrieved June 25, 2006, from http://www.ndec.us

Rodgers, E. M., & Gomez-Bellenge, F. X. (2005). *Reading Recovery in Ohio: 2004-2005 final project report* (NDEC Rep. No. 2005-12). Columbus: The Ohio State University, National Data Evaluation Center. Retrieved June 25, 2006, from http://www.ndec.us

Schwartz, R. M. (2005). Literacy learning of at-risk first-grade students in the reading recovery early intervention. *Journal of Educational Psychology 97*(2), 257-267. Retrieved June 2, 2006, from Academic Search Premier database.

Tunmer, W. E., & Chapman, J. W. (2003). The reading recovery approach to preventative early intervention: As good as it gets? *Reading Psychology, 24,* 337-360. Retrieved June 2, 2006, from Academic Search Premier database.

Wearmouth, J. (2004). Addressing individual difficulties in reading: Issues relating to Reading Recovery and Pause, Prompt, Praise. *Literacy 38*(1), 3-9. Retrieved June 2, 2006, from Academic Search Premier database.

APPENDIX A

Project Feedback

Project Feedback: (1)

1. This project contributes... (please finish this statement)
to a deeper parent understanding:
1) in teacher-parent communication, conferences, etc.
2) in understanding what is happening during the 30 minute pull out and how hard their child is working.
3) in building a literacy environment at home
4) reinforcing the parent commitment to work each day with their child.

2. Many parents want to help their children with reading and writing but they don't know how to help. Does this booklet help solve that problem? (please circle your answer)

Yes or No

3. What additional information would you like to be included in this booklet?
None, this is comprehensive

4. What would you change about the booklet (if anything)?
The booklet meets the needs for parents of children in a Reading Recovery program.

Extension ideas:
1) The three parts of the booklet will be very useful for parent information in "Friday Folder Newsletter." This information is applicable for every Kdg. or First Grade parent
2) Other information for parent communication might be: DIEBELS, CoGat, "What is Phonemic Awareness and how is it being addressed in my child's classroom?", BEAR testing, DRA.

By making the parent information into a concise format that the parents [illegible] will be using here readily, teachers have a better shot at the parents taking time to read the information.

Project Feedback: (2)

1. This project contributes... (please finish this statement)
a wealth of information regarding the language of literacy, and is a powerful positive tool in reaching parents regardless of the level of their student's reading and writing. All parents would appreciate and value receiving, Part I, Day at Back-To- →
2. Many parents want to help their children with reading and writing but they don't know how to help. Does this booklet help solve that problem? (please circle your answer)

(Yes) or No

3. What additional information would you like to be included in this booklet?
Nothing

4. What would you change about the booklet (if anything)?
Nothing

School night. This section describes completely the numerous assessments and their purpose, plus including vocabulary which is paramount in assisting any child at home (love the graphics + bullets - makes for an easy read).

The rest of the booklet, structured specifically for the struggling student, is also written thoroughly providing specific hope, guidance and with the clear intent of partnering to achieve success in learning to read and write. As a parent of three, I find this booklet to be an outstanding instrument.

Candace VanderSchaaf
3039888892

Project Feedback: ③

1. This project contributes... (please finish this statement)

to parents knowledge of Reading Recovery and how to help their kids read and write better. It also helps with ideas for communicating with teachers.

2. Many parents want to help their children with reading and writing but they don't know how to help. Does this booklet help solve that problem? (please circle your answer)

(Yes) or No

3. What additional information would you like to be included in this booklet?

More information on reading strategies.

4. What would you change about the booklet (if anything)?

Nothing.