

Reading Recovery®

Gwinnett County Public Schools



Parent Handbook



What is Reading Recovery®?

The philosophy of Reading Recovery is that ALL children can learn to read and write. Reading Recovery is an early intervention program that helps children learn *before* they fail. This program targets first grade students who are 'at risk' for failure. The immediate goal of Reading Recovery is to accelerate children as quickly as possible so they can read at the average or above of their class in a very short period of time. Research shows this is usually around 12 - 15 weeks, although children can have up to 20 weeks in the program, if necessary.

In Reading Recovery, children receive 30-minute lessons each day from a highly trained teacher. The teacher assesses each child before instruction begins in order to understand each child's unique learning profile. She then builds upon the strengths of the child in order to personalize lessons, thus making each lesson as powerful as possible.

While each lesson is based upon the particular needs of each child, the structure of the Reading Recovery lesson generally follows a standard format. Lessons begin with Familiar Reading. The child reads 2-3 books he has read before. Each reading gives him a chance to become more fluent and to notice things he had not noticed before. Following Familiar Reading, the child reads a book he has only seen once (his "New Book" from the day before). During this time, the teacher does not instruct him. Instead, she analyzes his reading by taking a Running Record. She uses this information in her instruction. She teaches him about letters, sounds, and the ways words work through magnetic letters. She also teaches the child about letters, sounds, and words through writing. Every day the teacher helps the child compose and write a story. It is important that he understand that writing and reading work together! The teacher writes his story on a strip and cuts it into parts. He puts this 'puzzle' together and takes it home each day. Last, the teacher introduces a new book she has chosen carefully for the child to read. With her help, he reads the new book which will be read again the next day and sent home to practice.

The goal of teaching is to help the child become an independent and flexible problem solver. While the teacher is very supportive, she always allows the child to do as much as possible. She asks questions to help the child link what he already knows with what he needs to learn. This ability to help the child discover those links are what good readers do when they figure out 'tricky' parts. The goal is for the child to learn strategies for working on texts, not to accumulate items of knowledge.

Welcome To My Reading Recovery® Lesson



Rereading Familiar Books

In every lesson every day I get to read lots of little books. I get to pick some of my favorite stories that I have read before. This is easy for me. I try to read my book like a story and make it sound like people are talking. My teacher said, "That's good reading; that's how good readers read."

Taking a Running Record

Now I have to read a book all by myself! My teacher will check on me and won't help me unless I have a hard problem. If I just can't figure out a word or I get all mixed up my teacher will tell me the word or say, "Try that again." I read this book yesterday. My teacher helped me work hard to figure out the tricky parts. Now I think I can read it pretty good all by myself!

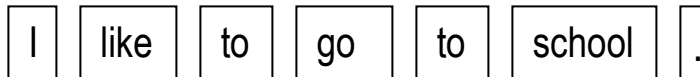
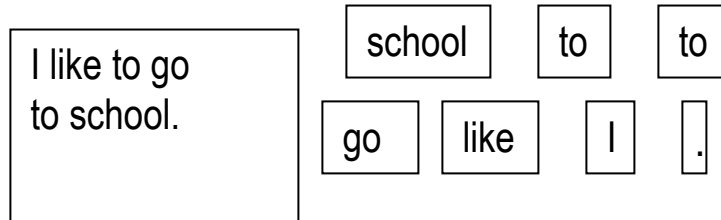
Letter Identification and Word Analysis



Sometimes I need to do work on learning about letters or important parts of words. My teacher knows all about the things I need to learn. I like to move the magnetic letters around on the board. They help me understand what I am learning.

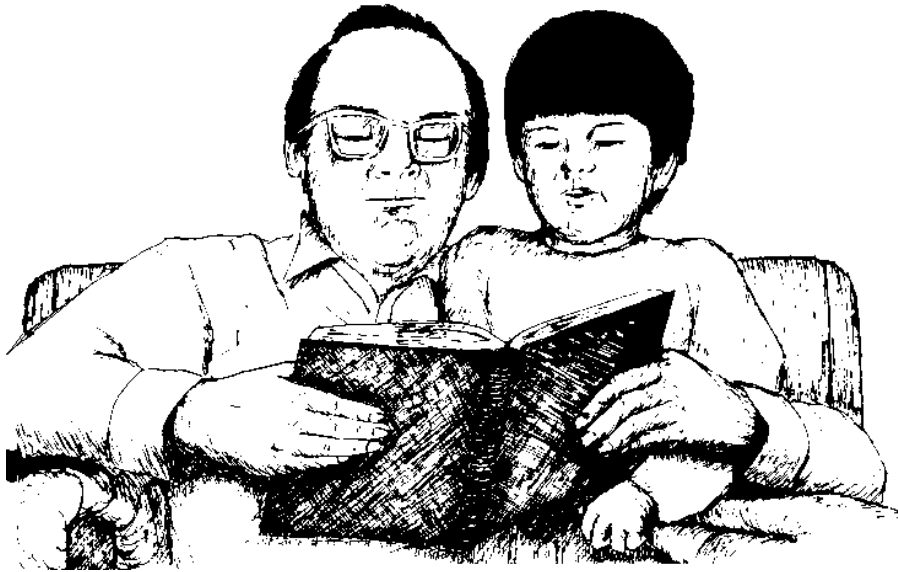
Providing Help at Home

Each day during a Reading Recovery lesson, your child writes at least one sentence. The teacher copies it on a strip of paper and cuts it apart.



Each evening, you can help your child at home by doing the following:

1. Listen to your child read the complete sentence that the teacher has printed on the envelope. (If he/she has forgotten the sentence, tell your child and have your child repeat the sentence.)
2. Watch your child put the cut-up pieces back into the correct order. He/She may do this with or without the envelope as a guide.
3. After the sentence is put back to together ask your child to check it against the sentence on the envelope to make sure it is correct and have your child read it to you.
4. Please do not use the words as flash cards or expect your child to read the words without the entire sentence being present.



Parents as Partners: Providing the Best For Your Child

Did You Know . . . Reading to your child AND listening to your child read are the best ways you can help your child learn to read! Lifetime readers have fun when they read!

Helpful Tips:

- *Children thrive on routine. Set aside time each day to read to your child.
- *Your local librarian is just waiting to help you select great books to read!
- *Men should make an extra effort to read to their children. Primary teachers are 98% female so many young children associate reading with women and schoolwork. Show your child everyone values reading!

Finding a Suitable Place and Time:

- quiet and peaceful . . . free from distractions
- turn off the TV and stay away from your cell phone and computer
- timing is everything! Your child shouldn't be hungry or tired.
- How much is enough? Dedicate 10-15 minutes a day, 4-5 days a week.

When reading to your child, remember to:

- sit close to your child
- talk about the pictures before reading the book
- ask your child to talk about the pictures
- occasionally ask, "What do you think will happen next?"
- choose stories you really like so you can read them with enthusiasm

When listening to your child read, remember to:

- be interested and engaged!
- accept and celebrate your child's efforts! Reading can be very hard at first.
- avoid criticism, threats, and comparisons with other children.
- stay relaxed. . . if your child gets frustrated, gently take over the book and finish reading it to your child.

Praise often . . . especially when your child:

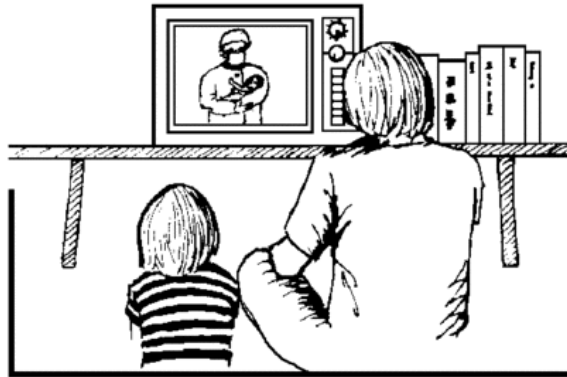
- tries, even if he's wrong
- reads for meaning
- finds the right word after making a mistake
- reads a word correctly, after you have provided some help

Provide opportunities for your child to figure things out:

- WAIT! Give him a little time to think about the word and the story (about 3 seconds)
- If he still does not know, just tell him the word. Do not make him 'sound it out.'

Other Tips:

- If the story is too hard (more than 5 mistakes in 50 words), gently 'take over' the book, reading it to the child or just telling him how the book ends.
- If the story is too long, share the book. You read a page and he reads a page.
- If the child is not that interested in the book, try talking about the book and pick another.



What About Television?

Did you know:

- The average first grader has seen 5,000 hours of television.***
- Television is a passive activity. It does not allow for in-depth thinking, questioning, or language development.
- The 8-minute fast action segments between commercials actually foster *shorter* attention spans.
- Commercials often give too simple a solution to complex problems (eg. Take a pill and the problem will go away).
- The watching of continual violence desensitizes a child's sense of empathy.

How Parents Can Enhance Television Viewing:

- Limit children's viewing time
- Help your child pre-select which shows they will watch each week.
- Watch shows with your child. Talk about what happened. Discuss other alternatives.
- Use TV to provide ideas for writing. Ask children to re-tell the story, come up with an alternate ending, or write to their favorite actor/actress.
- Ask the librarian to help you select books for your child that would have the same theme as a popular TV show.

***from The Read Aloud Handbook, by Jim Trelease, Penguin Books, 1985.