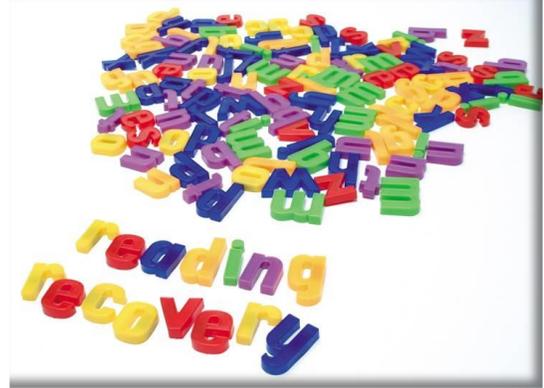


What Can Reading Recovery Do For My Child?

A key premise of Reading Recovery is that early intervention in first grade is critical. Research shows that children who fall behind in Grade 1 tend to remain below grade level in later school years. Early intervention is important because the gap between the lowest and highest performing children is narrow in lower grades but widens later in elementary school.



Numerous studies have examined the effectiveness of Reading Recovery for children with reading difficulties. Although all children progress during their Reading Recovery lessons, a few do not make the accelerated progress needed to succeed without extra help. These children may be recommended for additional evaluation.

What Happens During Reading Recovery Lessons?

Each lesson consists of:

- re-reading familiar stories
- reading a story that was read for the first time the day before
- working with letters and words using magnetic letters
- writing a story
- assembling a cut-up story, and
- reading a new book.

The teacher teaches, demonstrates problem-solving strategies, and provides just enough support to help the child develop effective reading and writing strategies and work as independently as possible.

Accelerated learning is possible because Reading Recovery teachers base their instruction on carefully documented daily observations of what each child already knows about reading and writing. This is an efficient approach that allows all future instruction to work from the child's strengths.

There are two possible outcomes after a full series of Reading Recovery lessons, both positive:

1. The child makes accelerated progress and continues to progress thereafter with classroom instruction.
2. Additional evaluation is recommended and further action is initiated to help the child continue making progress. This is a positive outcome because Reading Recovery's diagnostic teaching helps identify children who need more help and provides a documented record of the child's knowledge and strengths as a base for future teaching.

How Does The HSCDSB Promote Reading Recovery?

The Huron-Superior Catholic District School Board provides excellent reading and writing opportunities for all students in the regular classroom program. Whenever possible, students who have not progressed as anticipated will be given the opportunity to catch up through participation in the Reading Recovery program.

How Are Students Selected?

The school team uses a set of literacy tasks called "The Observation Survey" to help them identify the lowest achieving six-year-old students in the Grade 1 class. When these students have developed the skills in reading and writing that will enable them to function independently in their classrooms, they have successfully completed the program.

The Reading Recovery teacher will continue to read with them from time to time to ensure that they maintain their gains. The small number of children who do not successfully complete the program, and therefore need more specialized support, are recognized early, and a wealth of information about their learning capabilities can be shared with the school team to help with future planning.

How Can I Help My Child Succeed in Reading Recovery?

1. Keep in close contact with the Reading Recovery teacher.
2. Listen to your child read the books he brings home each night.
3. Encourage your child as they reassemble the cutup story from that day's lesson.

How Can I Help My Child After the Program is Completed?

Spend 20-30 minutes each night reading and writing with your child.

Here is a list of some things you can do during this special time:

1. Listen to your child read the books she brings home.
2. Suggest that your child use the pictures as an aid.
3. Put a note in your child's lunch bag for her to read.
4. Invite your child to write notes to grandparents or friends.
5. Make regular visits to the library.
6. Remember, reading and writing is fun! Enjoy!