

Reading Recovery & Literacy Lessons®

Gwinnett County Public Schools



Parent Handbook



What is Reading Recovery & Literacy Lessons®?

The philosophy of Reading Recovery/Literacy Lessons is that ALL children can learn to read and write. Reading Recovery is an early intervention program designed to support first graders having extreme difficulty with early reading and writing. 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. Literacy Lessons™ is another intervention developed by Marie Clay, internationally known researcher in early literacy learning and the prevention of reading difficulties. It involves individually designed and delivered instruction for older students who are struggling to develop an effective literacy processing system.

In Literacy Lessons, 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 Literacy Lessons 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 Literacy Lessons® Lesson



Rereading Familiar Books

In every lesson every day I get to read lots of 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

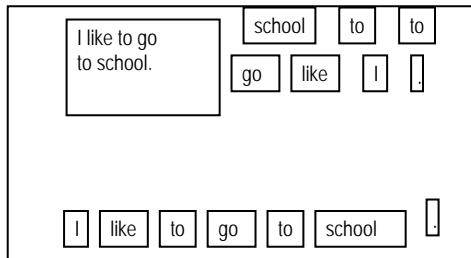


Sometimes I need to do work on learning about letters or important parts of words. My teacher knows all about the things I need to learn. I like to move the magnetic letters around on the board. They help me understand what I am learning.



Writing a Story

Every day I get to think up my own story to write in my writing book. I can write lots of the little words all by myself. My teacher likes my stories and helps me work to figure out how to write some of the words. She teaches me how to solve words I don't know. Sometimes I can say words slowly and write the sounds that I hear. Other times I may need to clap the parts of the words and listen for parts that I know. I also am learning how to use words I know to help me figure out how to write new words. I like to read my story when I'm finished.



Cut-Up Sentence

I read the story and my teacher writes it on a long strip of paper. My teacher cuts up my story so I can put it back together. I have to think real hard to get it all back together. Then I have to check it to see if I got it right. Most of the time I do!

New Book Introduced

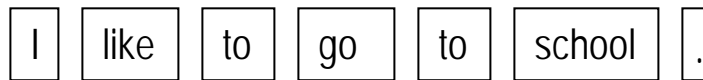
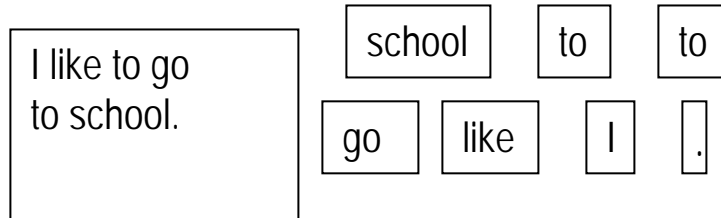
I like this part of the lesson the best! My teacher picks out a new story just for me and tells me what the story is all about. We look at the pictures and think about what the people and animals say in this book. My teacher also helps me think about some new, important words in my story. Isn't it fun to hear about the story and look at the pictures before you read it? I think it helps me read the story too!

Now it's my turn to read the story! When I come to a tricky part my teacher will ask me questions to help me think or might show me what I could try. My teacher is trying to teach me to do all the things that good readers do. I am learning how to solve things on my own so that I will know how to do great reading work on every book I ever read!

I am learning so much and I can't wait to show you what I can do!!!!!!

Providing Help at Home

Each day during a Literacy Lessons 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.