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Early writing experiences provide children with instances in which they may learn the processes and concepts involved in getting meaningful messages into print. This study examined the opportunities low-progress first-grade children had in learning to use strategies while writing a brief message in daily interaction with a Reading Recovery teacher. Specifically, three strategies for writing words were investigated: (a) writing known words, (b) analyzing new words by hearing and recording sounds in words, and (c) analyzing new words through analogy with known words. Eighty-two Reading Recovery children from eight states were the subjects for this study. Data were collected from the children’s writing books, writing vocabulary charts, records of text reading, and the teachers’ daily lesson records. Analyses demonstrated that low-progress children acquire a considerable amount of knowledge about words, about letters/letter clusters and their sounds, and about the orthography of the language in a relatively short period of time. Limitations and implications of this study are discussed.

The purpose of this study was to explore how children’s writing development changes over time when interpreted from a cognitive processing position. As few methods were available for capturing such a complex behaviour as writing, it was necessary to design a suitable tool to record and then to analyse some of the features of children’s behaviour when they were asked to write in the classroom. Target children (N=120) in the first four years of school were observed while writing and their behaviour was recorded and categorised using the generated procedure. Analysis of observations indicated the development of a system of writing strategies through effective monitoring and searching that allows children to take their own learning further. The major change occurred in children’s word writing ability between the second and third years at school. Changes were also noted in the use of rereading, editing, resources, and of oral language while writing. Thus, this study demonstrated there is some validity to the notion of a self-extending system in writing and explored some of the behaviours and strategies that may be involved in the operation of such a system.
ABSTRACT
Achieving Motivation
This article is a retrospective account of a teacher working with a child learning to read and write in Reading Recovery. Looking back provides further opportunity for analysis and recognition of changes or important moments in time with an awareness that may not typically occur in the throes of working with a challenging, at-risk child. This account builds upon observational records, a case study, and examples of the child’s work, intersecting with a theoretical view that focuses on the complex relationship of emotions, motivation, and cognition in learning, providing insights into ways a teacher may scaffold for changes in motivational and cognitive processing.

ABSTRACT
Emotions, Cognition, and Becoming a Reader
This paper considers the emotional nature of learning and the critical role emotions play in the making of the mind. It reflects an effort to connect recent theoretical perspectives with the teaching of struggling learners. Perspectives explored include: the recent neurological research on the interaction between cognition (reason) and emotion (feelings) in the development of plans of action and decision making, the role of language in the development of the mind, and the development of higher order functions arising from social interaction. Implications of these theories for practice are also examined.

ABSTRACT
Student Aspirations
The effects of the Reading Recovery (RR) program on at-risk children’s literacy development have been well documented. However, the effects of the Reading Recovery program, which combines one-on-one attention with an individualized approach, may go beyond the realm of reading and writing to affect students’ aspirations. This paper represents an effort to connect practices of the RR program with known conditions for student aspirations. The implications of this work suggest that investing effort in RR may affect not only children’s literacy development, but also their aspirations, which are generalizable to other areas of the children’s lives.
ABSTRACT
The Development of Phonological Awareness and Orthographic Processing in Reading Recovery

Success in Reading Recovery has traditionally been measured by text reading, concordant with its meaning-driven theoretical base. Yet Reading Recovery lessons include a considerable amount of attention to the visual or orthographic patterns in words and phonological awareness instruction as well. In this study, children in Reading Recovery were found to perform significantly better than a control group not only on Reading Recovery measures, but also on measures of phonological awareness. Children successfully discontinued from Reading Recovery were also found to perform as well as a group of average achieving first graders on a measure of orthographic processing. This suggests that Reading Recovery has effects beyond those ordinarily claimed.

ABSTRACT
Is Literacy Intervention Effective for English Language Learners?

The literacy achievement of 25,601 first-grade students who received Reading Recovery tutoring services, from school year 1992–93 to 1997–98, is examined in order to evaluate the performance of children in this group who were English language learners. The children in the Reading Recovery Group were compared with a Random Sample Group of 18,363 first graders drawn from the classroom population of children not identified as needing assistance, and with a Comparison Group of 11,267 first-grade children who were in need of Reading Recovery but did not receive it because of a lack of resources. The results suggest that Reading Recovery is an effective intervention that narrows the reading achievement gap between native and non-native speakers. Because some school administrators and teachers appear to lack confidence in the potential for non-native speaking children to benefit from this literacy intervention, implications of these perceptions are discussed with respect to key principles of Reading Recovery’s implementation in schools.
**ABSTRACT**

*Making a Case for Prevention in Education*

Typically, students who are experiencing difficulty learning to read in the classroom are referred for long-term assistance to remedial or special education services. We examined what happens when another layer of assistance is added to this typical delivery model, this one provided before referral to long-term special education services is even considered. This model of preventing reading difficulties is informed by the construct of prevention used in the medical field and recasts assistance as a three-tiered process: primary prevention in the form of classroom instruction offered to all students; a secondary prevention offered to those students for whom classroom instruction is not enough; and finally, tertiary prevention provided to students who have not made adequate progress even after primary and secondary prevention measures have been employed. We hypothesized that the inclusion of this secondary prevention measure would dramatically reduce the numbers of children in long-term remediation services. Reading Recovery was used as a case example of a secondary prevention measure to test this hypothesis. Data were gathered on 116 Reading Recovery students and 129 random sample children in first grade and fourth grade in 45 schools. Findings are promising and support the investment of resources in a short-term secondary prevention option for young children having literacy difficulties at the outset of schooling.

**ABSTRACT**

*Teacher Leadership*

The problem of sustaining an innovation is a reality in many schools because of changes in personnel and the multiplicity of options for innovation from internal and external sources. Reading Recovery, an early literacy intervention program, has a record of fifteen years of staying power in school districts across the United States. This study was designed to explore the role of the teacher leader as the central figure in the successful adoption, implementation, and institutionalization of Reading Recovery as an innovation in an educational setting. Both descriptive quantitative and qualitative research approaches were used to gather data from teacher leaders regarding their behaviors, attitudes, and perceptions in implementing their role. These data were analyzed using the theoretical framework of teacher leader as change agent in the innovation process. The data indicate that teacher leaders routinely engage in activities and behaviors that are identified in the literature as supporting the introduction and sustained implementation of an innovation. Teacher leaders participate with the system in (a) developing a sense of need for change, (b) establishing an information-exchange relationship around ways to address that need, (c) diagnosing problems and considering how Reading Recovery could intervene to solve them, (d) creating an intent to change, and
(e) translating that intent into action. Teacher leaders work to stabilize and sustain the implementation by developing ongoing support, establishing credibility, collaborating with decisionmakers and opinion leaders, demonstrating and evaluating the effectiveness of Reading Recovery, and maintaining the quality of the implementation. The study provides evidence that the role of the teacher leader is complex and requires integration and operationalization of a wide and diverse range of approaches to insure the effective implementation of Reading Recovery. The role of the Reading Recovery teacher leader serves as an exemplar from which others interested in educational reform can learn.

ABSTRACT
An Examination of Sustaining Effects in Descubriendo la Lectura Programs

The study discussed herein examined the long-term impact of Descubriendo la Lectura (DLL) programs on second and third grade Spanish speaking students. The purpose of the study was to determine whether former DLL students sustain the gains they made in the program as they moved through the grades. Subjects included 264 students (184 second graders and 80 third graders). One-half of the subjects were former DLL students and one-half were students who were randomly selected from the grade cohort. Former DLL students and random sample students were compared on qualitative and quantitative measures. Results on all measures indicated that DLL students were either on par or ahead of random sample students, suggesting that DLL programs have sustaining effects for Spanish speaking students just as Reading Recovery programs have for English speaking students.

ABSTRACT
Reading Recovery in the United States

There is considerable information available to evaluate Reading Recovery’s impact on children’s literacy development and the professional development of teachers. The purpose of this article is to review the thirteen years of replication data that support Reading Recovery’s effectiveness, as well as to address the questions most often raised by critics regarding (a) the length of the teacher training program, (b) the cost of implementation, and (c) the long-term effects of the program for children. Rationales are explicated for leaders of the program requiring that certified teachers enroll in a year of academic coursework and participate in continued professional development, teach the lowest achieving children one-on-one, and collect and report data on a daily basis to document the effectiveness of the program.
ABSTRACT

The Effects of Reading Recovery on Children's Home Literacy Experiences

One hundred thirty parents completed a literacy survey in the fall of the school year and again in the spring as their children completed first grade. At both times, parents were asked about the type and frequency of literacy activities in which the children engaged at home. Responses in the spring were compared across three groups of parents representing children who had been (a) enrolled in Reading Recovery, (b) identified in the fall as experiencing reading difficulties but received no special reading instruction, and (c) identified as having grade-level reading skills at the start of first grade. Responses provided by parents in the spring were compared to responses they gave to the same questions as their children began first grade the previous fall. All children showed growth in literacy skills at home over the course of the year. Children who participated in Reading Recovery made significant changes in the frequency with which they read aloud to adults and with which they read independently at home. Furthermore, parents reported more frequent writing of words and simple sentences at home by the Reading Recovery children as the year progressed. Results are discussed relative to the role home literacy experiences play in early reading and writing and the reciprocal influences that home and school literacy experiences may have on each other.

ABSTRACT

The Success of Reading Recovery for English Language Learners and Descubriendo la Lectura for Bilingual Students in California

The purpose of this study was to determine if Reading Recovery and Descubriendo la Lectura interventions resulted in reading and writing success for two groups of bilingual children: (a) English language learners receiving Reading Recovery instruction (first-grade children acquiring English as a second language concomitantly with developing literacy in English through instruction provided in English-speaking classrooms); and (b) Spanish-speaking children receiving the Descubriendo la Lectura intervention who were in first-grade bilingual classrooms that provided primary language instruction. Pre- and post-test data for the two target populations of first-grade children in California were compared with data for the total English-speaking population of children in Reading Recovery in California for three academic years, 1993–1996, and with end-of-year data from random samples of first-grade children. Results of this study indicate that statistically significant progress was made by both target populations of children, indicating that the interventions enabled low-performing English language learners and Spanish-speaking children to improve their performance on selected indicators of literacy acquisition. The proportion of these children's success rates compared favorably with that of the total population involved in the interventions, and they achieved scores within the average range of a cohort of their peers drawn from a random sample of first graders.
ABSTRACT

Children’s Achievement and Personal and Social Development in a First-Year Reading Recovery Program with Teachers in Training

This paper presents the results of one school district’s evaluation of its first year’s implementation of Reading Recovery, where the teachers were being trained while they instructed the at-risk children in this early literacy intervention program. At the beginning of the school year, the group of Reading Recovery children and a control group were equivalent on gender, ethnicity, and achievement. At the end of the school year, multivariate and univariate analyses of variance indicated that the Reading Recovery children were significantly superior to the control group children on: (a) the Iowa Test of Basic Skills Language Tests; (b) the Gates-MacGinitie Reading Test; (c) the six tests of An Observation Survey of Early Literacy Achievement; (d) classroom teachers’ assessments of achievement in mathematics, oral communication, reading comprehension, and written expression; (e) classroom teachers’ ratings of personal and social growth in work habits, following directions, self confidence, social interaction with adults, and social interaction with peers; and (f) promotion rates.
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