

Q-7 Reading Recovery**Johnny Winston, Jr. (lw)**

Question: Analyze group model of Reading Recovery district wide or in selected schools.

Analysis:**Title I Reading Curriculum Description**

MMSD uses four programs in Title I: Rock and Read, Reading Recovery, Apprenticeship and Soar to Success. It is the expectation that all teachers use these programs when working with targeted students in the district. Beginning in Kindergarten, the four instructional interventions support and develop students' reading and writing skills in order to meet grade level proficiency with a focus on the most intensive and individualized support in Kindergarten and 1st Grade.

Rock and Read**Kindergarten (Group size: 1-2 students)**

The teacher meets with one or two students daily for 15-20 minutes with instruction focused on phonological awareness, oral language development, alphabet knowledge, concepts about print and story enjoyment. The teacher selects book for reading aloud to engage the children in conversation about the stories with a focus on extending knowledge about how print works. The students actively engage in listening to stories, playing with language, searching pictures and print, extending vocabulary and learning concepts about print. The children have the opportunity to engage in writing. Early in the year, children learn how to write their names and to form letters. Later, they learn to write short text using developing letter/sound knowledge. During second semester, many Rock and Read students are introduced to "little books" and the routine of guided reading to learn to read emergent texts. Teachers observe children and document student learning using this information to guide selection of the read-aloud books, book conversation and teaching points for letter and word work.

Reading Recovery**1st Grade (Group size: 1 student)**

Reading recovery is an early intervention program for students who have exhibited the very lowest literacy skills in first grade. Reading Recovery provides an accelerated learning environment for students requiring more time and more specialized programming. Working one on one with a Reading Recovery teacher, the goal is to develop within students effective strategies for reading and writing to reach average levels of classroom performance in 12 to 20 weeks. It is designed to work in collaboration with good classroom instruction. Reading Recovery teachers work with first grade teachers to ensure that students receive a "double dose" of guided reading daily. The reading achievement goal for each Reading Recovery student is to move up at least one text reading level (TRL) every two weeks.

Apprenticeship

Grades 2-3 (Group size: 3-5 students)

The teacher, trained in the Apprenticeship Literacy Model, meets with three to five students daily for 45 minutes. The lessons provide opportunities for daily reading, writing, oral language opportunities and word work. Best practice suggests grouping children by assessed needs rather than by individual classrooms. Each teacher needs to be an observer of children and document student learning. This information helps guide the selection of teaching materials and determine the lesson focus.

Soar to Success

Grades 3-5 (Group size: 5-7 students)

The teacher, trained in Houghton Mifflin's *Soar to Success* program, meets daily for 40-45 minute lessons with a group of 5-7 students. *Soar to Success* uses authentic literature, reciprocal reading strategies (predicting, questioning, clarifying and summarizing) and graphic organizers to scaffold and accelerate students' reading growth. Teachers move students toward independence in fast-paced lessons, following a consistent lesson format. Lessons incorporate interactive dialogue between the teacher and students. The teacher and students take turns facilitating discussion and modeling the four strategies after reading a portion of the text.