

**Reading Recovery & Intervention:
It Works in Reading First
Effectively Meeting the Many
Needs of Many Students**

Michelle Dorsey, Reading Recovery/Intervention
Teacher
7th Steet Elementary, NLR

Karen James, Reading Recovery Teacher Leader,
UALR

A Thought from Marie Clay...

"From the recommended procedures a teacher selects that she requires for a particular group [child] with a particular problem at a particular moment in time.

There are no set teaching sequences: there is no prescription to learn this before that.

A highly appropriate recommendation for one child could be unnecessary for another child."

Literacy Lessons Designed for Individuals, Part II, pg 2

**Change Over Time in Children's
Literacy Development (2002)**

"[the teacher] is constantly thinking about the quickest way to move the child on with the fewest teaching moves, the least explanation, and an economic use of examples."

Clay, M. M., Pg 220

Goals of the session
<ul style="list-style-type: none">• Fitting it all together• All Students• Any Curriculum• Big Goal

Why does Reading Recovery fit?
<ul style="list-style-type: none">• Scientifically based (<i>What Works Clearinghouse</i>)• High intensity, short term for a few• Works in tandem with strong classroom instruction• Occasionally in conjunction with supplemental/intervention small group support

Intervention Support
<ul style="list-style-type: none">• Provides less intensive support• Usually provided in a small group within the classroom or in a pull out setting (depending on the schedule/needs)• Size of group depends on the intensity necessary• Support is provided and continues as necessary to promote continued classroom literacy growth

It's about problem solving

- No one approach for all schools/teams/years
- Revisiting the needs – OFTEN
- Allocation and reallocation of the highest trained staff to the neediest students
- No “life sentence”

All Students

- Thinking big
- Thinking “deeper”
- Thinking broad

- Are we meeting needs of the school?
- Or, are we meeting only a few needs in isolated places?

Flexible Scheduling

- Michelle's schedules (yes, many of them...)

Any Curriculum

- Supplemental to **ANY** classroom instruction
- We intervene alongside any type of program

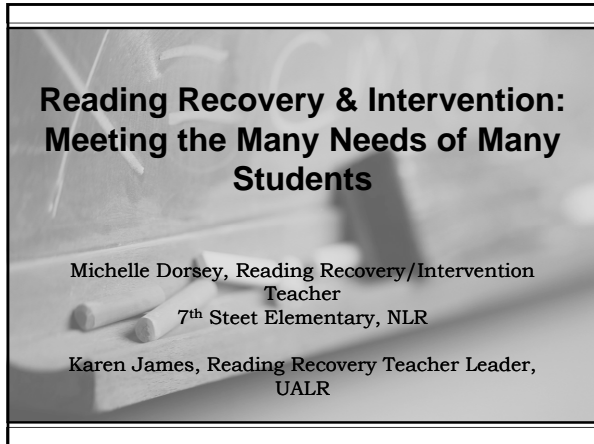
- We teach students – not a curriculum
- We prepare students to work within any classroom program

The Big Picture/Idea

- They have to be **REALLY** reading and writing **REAL TEXTS**
- They have to be interacting with **REAL PEOPLE** about **REAL TEXTS**
- They have to see how this transfers into their classroom
- They have to see how this transfers into **ALL** tasks (not bounded by the classroom)

Resources to Support for Your Instruction

- *Shaping Literate Minds*, Charts in the back pg 128-132
- *Scaffolding Young Writers*, pg 5-6
- *Teaching for Deep Comprehension*, pg 110-119, 138-156



**Reading Recovery & Intervention:
Meeting the Many Needs of Many
Students**

Michelle Dorsey, Reading Recovery/Intervention
Teacher
7th Steet Elementary, NLR

Karen James, Reading Recovery Teacher Leader,
UALR
