

Topics in Reading Recovery 15:250:503

Course Outline: Fall

Purpose of the Course:

The purpose of this course is to learn how to be careful observers of young children and to analyze and interpret these observations as the basis for teaching decisions within the framework of the Reading Recovery program developed by Dr. Marie Clay. We will focus on the Observation Survey and Summary, Roaming around the Known, Parts of the Lesson. Particularly familiar reading, running records, taking words apart, writing stories, hearing sounds in words, the cut-up story, book selection and introduction/first reading of the new book. Diagnosis of each child's strengths and weaknesses along with corrections will be made through teaching decisions and teaching for strategic activity. The focus will be to promote accelerative learning for all students.

Grades (Pass/Fail) will be determined by a demonstration of the following criteria:

1. Teach for (4) children individually each day and complete the components of Reading Recovery lesson within 30 minutes.
2. Understanding the Reading Recovery procedures as written in *An Observation Survey of Early Literacy Achievement* and *Literacy Lessons Designed for Individuals Parts 1 and 2* and follow these procedures in working with children as assessed by Teacher(s)'s observations.
3. Using Reading Recovery procedures and ask strategy questions during lessons.
4. Defend and confirm instructional decisions using *An Observation Survey*, *Literacy Lessons Parts 1 & 2*, and *Becoming Literate* as support.
5. Administer the Observation Survey, write a suitable summary and make appropriate decisions for each Reading Recovery child's instructional program.
6. Maintain instructional records and data forms that are current, accurate and complete as assessed by Teacher Leader (s)'s examination and evaluation.
7. Develop a self-extending system of reading in each child and successfully discontinue children.
8. Complete all reading and assignments on schedule, including any midterm, final, or projects.
9. Attend all training class sessions and required Observation Survey workshop.
10. Arrive promptly for class

Topics in Reading Recovery 15:250:503

Course Outline: Fall

11. Teach several times Behind-the-Glass and participate in discussions and seminars on a regular basis.
12. Accept and give constructive feedback and suggestions on teaching to/from colleagues and teacher Leader (s).
13. Attend at least one Reading Recovery Conference/Institute.
14. Receive school visits from a Teacher Leader and colleagues.
15. Work with classroom teachers and parents.
16. Monitor progress of children who have discontinued from the program.

Textbooks:

Clay, Marie M. (2002) *An Observation Survey of Early Literacy Achievement*.
Portsmouth, NH: Heinemann.

Clay, Marie M. (2005). *Literacy Lessons Designed for Individuals, Parts 1 & 2*.
Portsmouth, NH: Heinemann.

Clay, Marie M. (1991) *Becoming Literate: The Construction of Inner Control*.
Portsmouth, NH: Heinemann.

Topics for the Sessions:

There is usually a behind-the-glass session (BTG) and discussion each week starting about the fourth or fifth session. A BTG may not be held in the event there is a special topic to be covered or a lot of material to be discussed. The following is a tentative schedule of topics.

First week of School (5 days/30 hours)

- Learning and administering the Observation Survey
- Finding a readable text
- How to begin Roaming around the Known

Assignments: The ext, *An Observation Survey of Early Literacy Achievement* is expected to be read by the end of the week-long workshop along with various reading and written assignments.

Session 1

Course registration, questions and concerns, Roaming Around the Known, Observation Survey testing in schools. Assignment: *Literacy Lessons Part 1* pgs. 17-46

Topics in Reading Recovery 15:250:503

Course Outline: Fall

Session 2

Moving into instruction, Parts of a lesson (video), Setting up student binders (forms needed), organizing for instruction. Assignment: *Literacy Lessons pt. 2* pgs. 48-69 and 81-99.

Session 3

Moving into instruction (lesson components). Assignment: *Literacy Lessons 1* pgs. 37-40

Session 4

Learning to look at print, letter learning, BTG (demo). Assignment: *Literacy Lessons 2* pgs. 3-47.

Session 5

BTG, early strategies, learning to look at print. Assignment: *Literacy Lessons 2* pgs. 68-81 and 23-26.

Session 6

BTG, hearing and recording sounds in words. Assignment: *Literacy Lessons 2* pgs. 99-125.

Session 7

BTG, Finding and using the information in print: developing the brain's activities on texts. Assignment: *Literacy Lessons 2* pgs. 150-157.

Session 8

BTG, phrasing in fast and fluent reading. Assignment: *Literacy Lessons 2* pgs. 87-99.

Session 9

BTG, recording observations for teacher decision making on the Lesson Record, book orientation. Assignment: *Literacy Lessons 2* pgs. 48-85.

Session 10

BTG, composing a story, revisiting the cut-up story. Assignment: *Literacy Lessons 2* pgs. 118-138.

Topics in Reading Recovery 15:250:503

Course Outline: Fall

Session 11

BTG, Taking words apart in reading, linking sound sequence with letter sequence. Assignment: *Literacy Lessons 2* pgs. 138-150.

Session 12

BTG, taking words apart in reading, attending to words in isolation. Assignment: *Literacy Lessons 1* pgs. 22-24 and 27-28.

Session 13

BTG, acceleration and reciprocity. Assignment: *Literacy Lessons 1* pgs. 47-51.

Session 14

BTG, change over time. Assignment: *Literacy Lessons 1* pgs. 52-60.

Session 15

BTG, discontinuing children. Assignment: *Literacy Lessons 1* pg. 32 and *Observation Survey* pgs. 121-133.