

Topics in Learning and Teaching Reading Recovery 11
15:250:503:81:14322
3 Credits

Instructor: Lynn Massari	lmassari@acboe.org
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Office Hours: by appointment	Prerequisites or other limitations: 3 years teaching experience with primary- age children
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

Learning Goals

1. To develop an understanding of the reading and writing processes.
2. To become skilled at using a range of systematic observation techniques to assess and guide children's reading and writing progress.
3. To become competent at using the specific Reading Recovery teaching procedures.
4. To be able to design individual instruction that assists the child to produce effective strategies for working on text.
5. To be able to critically evaluate their work and that of their peers.
6. To be able to guide the program and report regularly on its operation in their schools.

Course Catalogue Description

The goal of the 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 of Early Literacy Achievement Assessment along with the Summary, Roaming Around the Known, and Components of the lesson which include: Familiar Reading, Running Records, Letter Identification, Taking Words Apart, Writing Stories, Hearing and Recording Sounds in Words, 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 processing in Reading and Writing. The focus will be to promote accelerative learning for all students.

Class Materials:

Clay, Marie M. (2013) *An Observation Survey of Early Literacy Achievement (Third Edition)*. Auckland, NZ: Pearson.
Clay, Marie M. (2005) *Literacy Lessons Designed for Individuals, Part 1 & 2*. Portsmouth, NH: Heinemann.
Clay, Marie M. (1991) *Becoming Literate: The Construction of Inner Control*. Portsmouth, NH: Heinemann.

Reading List

1. Daniels, Joanne, Lange, Dora & Hatchell, Ann. "Roaming, Roaming, Roaming: Perspectives from Three Teachers." *The Running Record* Autumn 1993 Vol. 6 #1.
2. McBride, Maryann. "The Eyes Have to Have It! Jake's Engagement with Print in Early Lessons." *Journal of Reading Recovery* Fall 2006.
3. Gibson, Sharon, A. "What Do Lesson Records Have To Do With Effective Reading Recovery Teaching?" *Journal of Reading Recovery* Fall 2003.
4. Kelly, Patricia, R. & Neal, Judith, C. "Keeping the Processing Easy at Higher Levels of Text Reading" *The Running Record* Fall 1998 Vol. 11 #1.
5. Kelly, Patricia, R. "Working With English Language Learners: The Case of Danya." *Journal of Reading Recovery* Fall 2001.
6. Skandalaris, Lee. "Teaching for Strategies in Writing: Maintaining the Balance between Composing and Transcribing." *The Running Record* Spring 1998 Vol. 10 #2
7. Gibson, Sharon, A. "Predictions of Progress: Constructing Lessons for Individuals." *Journal of Reading Recovery* Spring 2012.
8. Moll, LC (1990). *Vygotsky and Education: A vygotskian Interpretation of Reading Recovery*. New York, NY: Cambridge University Press.
9. Jones, Noel. "Helping the Hard to accelerate Child: Problem Solving the More Difficult Cases." *The Running Record* Fall 1997 vol.10 #1.
10. Jones, Noel. "A Decision Making Model of Reading Recovery: Figuring out What to do When." *The Running Record* Fall 2000 vo.13 #2.
11. Fullerton, Susan King, DeFord, Diane ,E." Teaching for Reciprocity: Developing a Self-Extending System through Reading & Writing." *The Running Record* Spring 2000 vol.12 #2.
12. Clay, Marie. "Talking, Reading, and Writing." *Journal of Reading Recovery* Spring 2004.
13. Peirce, Robin. "Getting a Story for Writing by Using Familiar Text." *Journal of Reading Recovery* Spring 2006.

Grading and Activities: Your course final grade (Pass or Fail) will be based on how you meet the standards listed below. Each standard will be assessed multiple times according to the rubric. If at any point you fail to meet the standard, you will have an opportunity to be assessed again. **Each assignment can be improved.** I encourage you to try as many times as you need to make the assignment perfect.

Rubric: 1 – does not meet expectations 2 – moving towards meeting expectations 3 – meets expectations
4 – exceeds expectations

General Standards:

GS1: Teach 4 children individually each day and complete the components of a Reading Recovery lesson within 30 minutes.

GS2: Understand 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 observation.

GS3: Use Reading Recovery Procedures and ask strategic questions during lessons.

GS4: Defend and confirm instructional decisions using *An Observation Survey*, *Literacy Lessons Parts 1 & 2*, and *Becoming Literate* as support.

GS5: Administer the Observation Survey, write a suitable summary and make appropriate decisions for each Reading Recovery child's instructional program.

GS6: Maintain instructional records and data forms that are current, accurate and complete as assessed by Teacher Leader’s examination and evaluation.

GS7: Develop a self- extending reading/writing system in each child and successfully discontinue children from the program.

GS8: Complete all readings and assignments on schedule, including any midterm, final or projects.

GS9: Attend all training class sessions and required Observation Survey Workshops.

GS10: Teach at least 4 times behind-the-glass and participate in discussions and seminars on a regular basis.

GS11: Accept and give constructive feedback and suggestions on teaching to/from colleagues and teacher leaders.

Description of activities

Attendance, participation in class discussions: Attendance and participation in each class meeting are crucial for your learning. Discussions in class will focus on problem solving and research on student learning in reading and writing.

Behind –the-Glass: Each week 2 teachers will teach behind a two way glass to foster discussion and problem solving of particular reading and writing difficulties using Marie Clay’s theory.

Homework: Each week you will be given a reading assignment. It is your responsibility to read the assigned chapters in the books and any articles. The material from assigned readings will be on the final exam.

Midterm Project: Write a Case Study Paper (5-10) pages in length including a comprehensive overview of a student’s progress in reading and writing and a comprehensive summary of teaching decisions made throughout instruction citing evidence from your records and references from *Literacy Lessons parts 1 & 2 and Becoming Literate*. You can include: Lesson Records, Running Records, Writing Samples, notes from Roaming around the Known, Predictions of Progress and the Observation Survey Summary Sheet. Additional ideas to support your case study include: Audiotapes of students reading, Samples of class work, Description of student background, personality, learning style and interview with the classroom teacher.

Final exam: At the end of the course there is an oral examination (June 2, 2013). You will receive a list of exam questions in advance. The exam will consist of a discussion with the Teacher Leader and fellow Teachers on two of the questions selected randomly.

Tentative List of Topics for Discussions (by week)

Week	Topic	Assignment (Ch)			NJCCCS
1	Students with particular Problems whose diverse behaviors may call for specific modifications to early intervention lessons. Predictions of Progress.	LL Pt. 2 p. 158-183. LL Pt. 1 p. 31-32. Article: Predictions of Progress: Constructing			Reading Literature: 4, 7, 10 Reading Foundations: 1-4 Reading Informational: 10

		Lessons for Individuals			
2	Composing and Writing Stories	LL Pt. 2 p.50-69. Article: Teaching for Strategies in Writing, What Do You Want To Write Today?			Reading Foundational: 1-3 Speaking & Listening: 1, 4, 6 Language: 1, 2, 4
3	Systematic Observation/Learning to Look at Print	LL Pt. 2 p.3-47. LL Pt. 1 p. 32-37.			Reading Foundations: 1-4
4	Learning to Look at Print	LL Pt. 2 p. 3-47. Complete Chart with partner/share out.			Reading Foundations: 1-4
5	Taking Words Apart While Reading	LL Pt. 2 p. 125-138.			Reading Foundations: 1-4
6	Developing the Brains Activities on Text	BL p.329-345. Article: A Vygotskian Interpretation of Reading Recovery.			Reading Literature: 1, 2, 3, 6, 7,10
7	Helping the Hard to Accelerate Child	LL Pt. 2 p. 180-182. Article: Helping the hard to Accelerate Child			Language: 6 Reading Foundations: 2, 3, 4
8	Decision Making in Reading and Writing	LLpt.2 p.1-2. Article: A Decision Making Model of Reading Recovery Teaching.			Reading Literature: 4, 7,10 Reading Foundations: 2- 4
9	Teaching for Reciprocity in Reading and Writing	LL Pt. 1 p. 27-28. Article: Teaching for Reciprocity.			Reading Literature:1,2,3,4,7,10 Language:1-6 Writing:5 Reading Foundations: 1-4
10	The Role of Structure in Literacy	LL Pt. 2 p. 51-			Reading Literature: 1-

	Development	56. Article: Talking, Reading, and Writing. Record of Oral Language- Biks & Gutches. Explore tricky text structures in student reading books.			4, 6, 7, 10 Reading Foundations: 1-4 Speaking & Listening 1, Language: 1,2,4,5,6
11	Phrasing in Fast and Fluent Reading	LL Pt. 2 p. 150-157			Reading Literature: 10 Reading Foundational:4
12	Attending to words in Isolation	LL Pt. 2 p.42-47 & p. 138-149.			Reading Foundations: 1-3
13	Change Over Time in Reading and Writing	LL Pt. 1 p. 47-51. BL p.317-345.			Reading Literature: 1-4 Reading Foundational: 1-4 Speaking & Listening 1,6 Language 1,2,4 Writing 5,8
14	Conversations in Writing and Reading	LL Pt. 2 p.50-68. Article: Getting a Story for Writing by using Familiar Text.			Speakin & Listening: 1,4
15	Final Exam				