










Amee Ballantyne, Reading Recovery Teacher at View Royal Elementary
Christy Haymes and **Audra Cullen**, Grade 1 Teachers at View Royal Elementary

Reading Recovery in a nutshell

<small>Read 2 books</small> 	Read 2 books you already know.
<small>Read 1 book</small> 	 Read 1 book.
<small>magnetic letters</small> 	Letters and words on the whiteboard.
<small>writing</small> 	Write a sentence.
<small>sentence strips</small> 	Put the words in the correct order.
<small>new book</small> 	We read a new book together.

- ▶ Grade One students
- ▶ Daily 30 minute lessons, 1 on 1
- ▶ Early intervention → long-term cost-effectiveness
- ▶ Dramatically reduce number of students with reading and writing difficulties

Dad is painting.

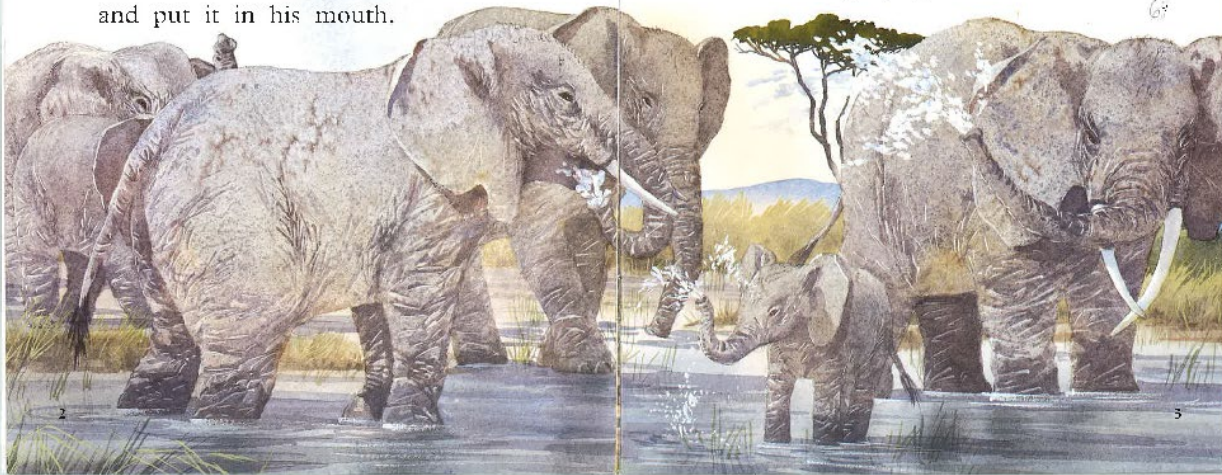


LEVEL 1 TEXT (BEGINNING OF GRADE 1)

Nelson, the baby elephant,
loved going down to the water hole
with his family.

His mother showed him
how to suck up water
with his trunk
and put it in his mouth.

But when Nelson tried to do it,
the water went everywhere!
He was only a baby,
and it was hard for him
to make his trunk work.
But, like all elephants,
he loved playing in the water.



LEVEL 16 TEXT (END OF GRADE 1)

Beginning Writing Assessment

(Hearing and Recording Sounds in Words)

I c n c t e "0"
1 2 3 4 5
I can see the red

"B"
D I c t e t
boat that 8 we

"K"
a r e g o i n g t o h a v e a
10 11 12 13 14

r i d e i n .
15 16 17
COMMENTS:

Beginning Writing Assessment

(Hearing and Recording Sounds in Words)

I have a big dog at
home. Today I
dm going to take
ham to school.

COMMENTS:

Reading Recovery As An Inclusive Intervention



- ▶ To become confident readers and writers
- ▶ To access the curriculum
- ▶ Early intervention → immediate and long-term effectiveness
- ▶ Every student deserves the right to literacy intervention
- ▶ Equitably support all learners
- ▶ Adapt to the learning needs of every student
- ▶ Targeted and specialized

A Student To Remember



- ▶ Effective intervention for students with complex needs
- ▶ Explicit and individualized teaching
- ▶ Specialized teaching to meet the personal learning goals of the student
- ▶ Collaborative and inclusive

An Equitable and Inclusive School District



- ▶ Equitable and inclusive literacy opportunities
- ▶ Collaborative and inclusive
- ▶ Consistent early intervention
- ▶ Full implementation of Reading Recovery in every Elementary school

Early Intervention

- ▶ Early intervention is key to long-term success
- ▶ Reading Recovery is designed to overcome a slow start to literacy learning
- ▶ In Grade One, we can identify the students most in need and intervene for accelerated literacy learning
- ▶ Intervene before they become increasingly confused and less likely to catch up

Whole School Benefit



- ▶ Reading Recovery is part of a comprehensive literacy plan
- ▶ A trained literacy specialist working with all staff
- ▶ Early identification and intervention
- ▶ Creates momentum for literacy learning
- ▶ Long-term effectiveness

In The Classroom



- ▶ Huge boost in confidence
- ▶ They view themselves as readers and writers
- ▶ They are proud of what they can do
- ▶ They are not afraid to try
- ▶ Immediate and long-term effectiveness
- ▶ Meet the needs of all students
- ▶ Reading Recovery provides explicit teaching not otherwise available in the classroom

Being a Parent of a Reading Recovery Child



- ▶ Giving a boost to our most vulnerable students
- ▶ Providing an opportunity for personalized literacy intervention
- ▶ Making a difference with our children who need it most