You need an experienced teacher who:
– thinks incisively about the reading process
– is sensitive to individual differences
– has continued to seek professional development
– understands the literacy issues of the day
– and understands the particular program the school is delivering. (Clay, 2002, 2005a, p. 25)
Reading Literature 9: Compare and contrast the adventures and experiences of characters in stories

Reciprocity as a basic tenet of Clay’s theory:

- “A creative writing program seems to be the necessary complement of a reading program that stresses sentences and meaning.” (Clay, 1975, p. 2)

- “The child who writes a simple story is caught up in a process of synthesizing words and sentences. This building up process is an excellent complement to the visual analysis of the text in his reading book…” (Clay, 1979, p. 124)

- “The writing knowledge serves as a resource of information that can help the reader and vice versa.” (Clay, 1985, p. 54)

- “Writing can contribute to building almost every kind of inner control of literacy learning that is needed by the successful reader…” (Clay, 2001, p. 12)

- “Reading and writing are interwoven throughout the Reading Recovery lesson series and teaching proceeds on the assumption that both provide learned responses that facilitate new responding in either area.” (Clay, 2005a, p. 27)

- “As more attention to early writing in classrooms raises schools’ expectations of children’s written language performance, Reading Recovery teachers will need to keep an eye on the writing children are expected to do in the classrooms.” (Clay, 2005b, p. 67)

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Informative Writing

Grade Level or Gradient?

“K–1 texts are not amenable to quantitative measure. Furthermore, students in those grades are acquiring the code at varied rates. Hence, the Standards’ text complexity requirements begin formally with grade 2.” (Appendix A, 2010, p. 10)

Instructional Levels or One-Size-Fits-All?

“Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge.” (CCSS, 2010, p. 32)
To Scaffold or Not to Scaffold?

"...the expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations." (Appendix A, 2010, p. 3)

School Improvement Efforts

• “Lifting the average scores in schools will increase rather than decrease the need for early intervention.”
• “School improvement programs designed for success will unquestionably create larger gaps between those who can easily meet the challenges and those who have several counts against them when it comes to school learning.”
• “Higher general levels of achievement will create larger gaps between the average and the lowest achievers in literacy acquisition unless special measures are put in place.” [Clay, 2001, p. 216]

Bottom Line

In BOTH Reading Recovery and CCSS:

• Texts selected should increase in complexity over time.
• Matching students to instructional level texts is an expectation for reading development.
• Though scaffolding is both warranted and necessary, the goal is to decrease scaffolding while increasing student independence over time.

Bottom Line

• Success with over 2 million children
• Over 100 research studies documenting effectiveness as an early literacy intervention, cited on:
  – USDE’s What Works Clearinghouse
  – National Center on Response to Intervention
  – National Center on Intensive Intervention
• USDE’s “Investing in Innovations” to scale up RR (46 million dollars)

References

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