LIFT LITERACY PERFORMANCE FOR YOUR LOWEST-ACHIEVING FIRST GRADERS WHO RECEIVE THEIR INSTRUCTION IN SPANISH

- Build the capacity of your bilingual classroom teachers
- Provide equitable high-quality literacy interventions
- Create a systemic way to improve literacy outcomes schoolwide

To lift literacy performance in your school, you need the expertise of teachers trained in Descubriendo la Lectura, the reconstruction of Reading Recovery in Spanish. In addition to intervening in first grade, these professionals work daily in other roles to support teachers, schools, and districts with their literacy expertise.

For struggling students, the best investment is knowledgeable teachers. And this high-quality professional learning, based on theories of literacy processing and learning, helps them achieve unparalleled results.
Designed for first graders having difficulty learning to read and write, Descubriendo la Lectura supports classrooms in which the language of literacy instruction is Spanish.

Children meet individually with a specially trained teacher for 30 minutes daily for an average of 12 to 20 weeks. During this short-term intervention, children make faster than average progress in order to catch up with their peers and continue to work on their own within an average group setting. Students receive a robust literacy foundation, allowing them to grow in language and literacy in both Spanish and English.

Descubriendo la Lectura achieves unparalleled success with the lowest performing first-graders who are receiving emergent literacy instruction in Spanish.

Studies document benefits for students and schools:

- Accelerates student learning to achieve grade-level reading and writing proficiencies.
- Decreases special education referrals.
- Provides early identification of students who need additional services.
- Closes or greatly reduces achievement gaps across racial, ethnic, and socioeconomic groups.
- Decreases retention at the end of first grade.

Descubriendo la Lectura is a culturally and linguistically appropriate intervention for students receiving emergent literacy instruction in Spanish.

Children arrive in school having had varying opportunities to learn. Other interventions generally simplify content and lower the pace of learning, but diverse learners need to catch and keep up with their peers.

Students use what they know about language and literacy in one language and apply it to another, especially when the languages share a common writing system as Spanish and English do. Like language, literacy is bidirectional, and Spanish reading has been found to promote higher levels of reading achievement in English. Descubriendo la Lectura concentrates on diverse students’ strength—their language and culture—and differentiates instruction to fit their needs.

The intervention supports active learning—simultaneously developing language, reading, writing, and phonemic awareness—that supports accelerated learning and develops strength in the language of instruction. Bilingualism supports children’s strong ties with their family, culture, and community and is considered a benefit for and an outcome of a strong biliteracy education model.

TEXT READING LEVEL

Progress of Descubriendo la Lectura Students Compared to National Random Sample First Graders

PROFESSIONAL DEVELOPMENT

Descubriendo la Lectura-trained teachers are part of a three-level literacy network that includes universities, teacher training sites, and schools. University faculty supports teacher training sites in local schools and districts nationwide.

Teachers trained in Descubriendo la Lectura know what to do, why it works, and how to adjust their teaching based on a child’s capabilities and needs. Why? That's because training in Descubriendo la Lectura integrates both theory and practice in a full academic year of weekly graduate-level coursework or, for teachers previously trained in Reading Recovery, a graduate-level “bridging” course. After their initial year of training, teachers participate in a minimum of six professional development sessions each year. Published standards and guidelines assure fidelity of the teacher training and high-level teacher expertise for schools.
WHOLE SCHOOL BENEFITS

Because of their deep understanding of literacy theory and practice, Descubriendo la Lectura-trained teachers and teacher leaders become experts for their schools and districts. Trained teachers typically work for part of the day in Descubriendo la Lectura and the other part of the day in another role, including:

- Title I or Small-Group Reading Teacher
- Classroom Teacher
- Special Education Teacher
- Emergent Bilingual (EB) Teacher
- Staff Developer
- Literacy Coach
- Coordinator
- Leadership/School Improvement Team Member
- Problem-Solving Team Facilitator
- Mentor

Part of a coherent system for continuous improvement, Descubriendo la Lectura teachers support classroom teachers and in turn, teacher leaders support Descubriendo la Lectura teachers, impacting the whole school system. Each year, a typical Descubriendo la Lectura-trained teacher works with 8 Descubriendo la Lectura students and about 40 other students.

EQUITABLE, EVIDENCE-BASED LITERACY INTERVENTION

Descubriendo la Lectura meets the criteria for response to intervention (RTI) and multi-tiered systems of support (MTSS), as it provides responsive and differentiated teaching to meet individual student needs. The intervention focuses on early prevention of literacy difficulties, and teachers document students’ progress through daily formative assessments and formal periodic assessments. Descubriendo la Lectura teachers support all students, including those with literacy IEPs (individualized education plans), and can reduce referrals to special education through prevention.

15.5 MILLION
The number of Hispanic public school students is projected to increase from 12.5 million in 2013 to 15.5 million in 2024, and to represent 29% of total enrollment in 2024.

3.8 MILLION
Spanish was the home language of 3.8 million emergent bilingual (EB) public school students in fall 2018, representing more than 75% of all EB students.

Source: National Center for Educational Statistics

Research show that if you build on a child’s native language rather than discourage it, the transition to English fluency is easier.

Most EB students are struggling because they have little or no access to quality instruction tailored to their needs.

Source: National Center for Educational Statistics
IT WORKS ...

FOR TEACHERS

Being a Descubriendo la Lectura teacher is a commitment to continuous learning. This framework is more powerful than any that I have seen. It is individualization and acceleration at its finest – beginning with careful observation of what the child knows and rapidly expanding the child’s literacy understandings and competencies, all in an environment that is supportive yet rigorous. The literacy components that occur within what seems to be a simple framework of reading and writing are anything but simple – they are powerful!

— Laura Ortez, Descubriendo la Lectura Teacher and K-1 Literacy Coach, Denton, TX

The intensity and intention that goes into the instruction is incredible. It opened my eyes to see how a teacher’s every move can influence a child’s progress. I learned new strategies to help support my students through the partnership built with the Descubriendo la Lectura teachers. Our students score big from our team effort in forming strategic, thoughtful readers and writers.

— Omar Masis, Grade 1 Teacher, Blair Elementary, Waukesha, WI

FOR ADMINISTRATORS

Descubriendo la Lectura is the most effective intervention that we have for our students who are Spanish speaking. It is completely responsive to their needs and supports the development of early literacy skills. It also teaches us to be educators who are constantly reflecting on our practice and responding to the unique development of each student.

— Kate Ellison, Principal, Washington Elementary School, Evanston, IL

A highly qualified teacher makes the difference in student outcomes, especially for children having difficulties. Every teacher who invests their time in this training experiences an unsurpassed transformation in their literacy knowledge and skills. I can’t imagine not having Descubriendo la Lectura as a vital part of our overall plan of intervention to serve the lowest-achieving first graders who are receiving classroom instruction in Spanish.

— Mary Helen Martin, Former Site Coordinator and Director of Elementary Curriculum, Denton, TX

Descubriendo la Lectura is the most powerful, evidence-based intervention that schools can provide for children who are struggling to learn to read in Spanish. Students’ lives are transformed. Teachers’ professional lives are transformed through intense, ongoing professional development. They gain new knowledge and understanding about the reading and writing process that continually impacts their daily teaching and work with other groups of students throughout their day. They extend their knowledge to guide teachers at both a team and school level and increase others’ understanding of literacy learning.

— Alma Duran, Director of Special Programs, Pasco, WA

FOR PARENTS

Descubriendo la Lectura ha ayudado a mi hija a participar más en sus actividades escolares. Hemos notado que su trabajo escolar ha estado progresando a través del año. Su auto-estima y su seguridad ha estado progresando también. ¡Gracias!

Descubriendo la Lectura has helped my daughter to participate more in her studies. We have noticed that her academic work has been improving throughout the year. Her self-esteem and confidence has also been improving. Thank you!

— Gilberto Medina, Father of Samantha “Sammy” Medina, Descubriendo la Lectura Student, Dewey Elementary School, Evanston, IL

LEARN HOW THIS HIGH-QUALITY PROFESSIONAL DEVELOPMENT CAN WORK FOR YOUR STUDENTS!

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