As the number of children learning how to read initially in Spanish increases, the need to have an early intervention program for children at risk of literacy failure in Spanish also increases. In addition, the level of literacy success in the native language can affect the level of success in English literacy later. Descubriendo la Lectura was developed out of this need.

Descubriendo la Lectura is the reconstruction of Reading Recovery for first-time first graders who are receiving their initial literacy instruction in Spanish. It enables Spanish-speaking students to read and write within the average range of bilingual first-grade classrooms. Descubriendo la Lectura operates within the same theoretical framework as that of Reading Recovery. The differences between Reading Recovery and Descubriendo la Lectura lie with procedural and training issues due to functional and linguistic differences between the English and Spanish languages. Specific training is required to assure the most effective literacy support is being provided to Spanish-speaking students identified as being at risk of learning how to read and write.

Marie Clay has been actively involved with Descubriendo la Lectura since its inception. Research projects, reconstruction of the observation survey tasks, and the full Spanish translation of An Observation Survey of Early Literacy Achievement were conducted in consultation with Dr. Clay.

**Implementation**

The specific standards and guidelines needed to implement Descubriendo la Lectura can be found in the Standards and Guidelines of the Reading Recovery Council of North America handbook. There are three important factors that sites interested in implementing Descubriendo la Lectura must consider:

**Instructional Setting**

- Students must be receiving native language literacy instruction throughout the first grade. It is strongly recommended that students continue literacy development in their native language through third grade.
- A Descubriendo la Lectura teacher leader must supervise a Descubriendo la Lectura teacher. A site may employ its own Reading Recovery/Descubriendo la Lectura teacher leader or contract with a neighboring site for the services of their Descubriendo la Lectura teacher leader.

**Teacher Leader and Teacher Qualifications and Training**

- Teachers and teacher leaders in Descubriendo la Lectura must be certified bilingual educators and have experience in a primary bilingual education classroom.
- If the bilingual teacher or teacher leader has been trained in Reading Recovery, an additional year of training is required to implement Descubriendo la Lectura. The additional training year is referred to as the bridging year.

Bridging involves an initial 2-week training course in the summer to study the similarities and differences between English and Spanish implementation. During the bridging year, the teacher’s four teaching slots are dedicated to two students in English and two students in Spanish. In addition to school monitoring visits by a Descubriendo la Lectura teacher leader, the bridging teachers participate in at least two teaching sessions behind a one-way mirror.

**Research and Development**

- Data from Descubriendo la Lectura sites are reported and analyzed by the National Data Evaluation Center.
- Sites and districts implementing Descubriendo la Lectura agree to provide longitudinal data on children who received Descubriendo la Lectura intervention.
- Research studies that utilize any Descubriendo la Lectura materials must obtain permission from RRCNA.

For specific questions involving Descubriendo la Lectura training and bridging, contact Yvonne Rodríguez at Texas Woman’s University (940-898-2443).

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For 1999–2000, 3,294 children were served through Descubriendo la Lectura. These children were taught by 1,612 Descubriendo la Lectura teachers across 344 school districts in 20 states.