Reading Recovery has once again been proven to be an effective intervention for struggling readers, as evidenced by the recently released final i3 evaluation by the project’s external evaluators. The Consortium for Policy Research in Education found that Reading Recovery students (those who need reading intervention) had 130% more growth than the national average growth of first graders in the scale-up study. The gains made through Reading Recovery intervention are significant.

Now where do we go from here? While there is irrefutable research that Reading Recovery is effective, we still see our numbers declining. What really needs to occur (and I mentioned this in the fall issue of this journal) is for us to look beyond the children that we directly serve one-to-one. We all know that most Reading Recovery teachers work with 8–10 Reading Recovery students across a school year, and that 4 times as many other children benefit each school year from their expertise. We know that Reading Recovery-trained professionals are among the best-trained staff in the school. Yet, Reading Recovery is seen as too expensive, and principals are focused on what works best for the entire student body. It’s time for us to take charge of that schoolwide narrative and provide school principals and superintendents reasons to appreciate the power of Reading Recovery.

At our February National Conference, we heard from Dr. Anthony Muhammad who is one of the most highly skilled educators of our time. He pressed us to rethink how schools look at learning, teaching, and school culture: Are we a culture that systematically ensures that all children learn at high levels through collaborative teams, or do we continue to rely on the individual teacher to figure out what to do with a class of 25 students?

Reading Recovery can be that change agent to affect the entire school through the professional learning community (PLC) process. Educational researcher John Hattie conducted a meta-analysis of hundreds of studies to ascertain what instructional practices and strategies had the greatest impact on student learning. He determined that an effect size of 0.4 or higher indicated a practice that had significant influence on student achievement. An effect size of 0.4 meant that a student would gain about 1 year of learning growth in 1 year of time. For example, one high-leverage practice—timely and specific feedback—had one of the higher effect sizes at .75 (Hattie, Visible Learning for Teachers, 2012). In comparison, Hattie reported later that the impact of “collective teacher efficacy” on student learning was 1.57 (Hattie, Festival of Education in New Zealand, 2014).

One would be hard pressed to find any approach that is more effective in ensuring high levels of learning for all students than establishing and strengthening professional collaboration through PLCs. A schoolwide system of support for continuous school improvement that has, as its cornerstone, a focus on implementation. The continuation of effective PLCs in every Reading Recovery school would have a profound impact on learning across the country. Reading Recovery can, and should be, that catalyst for transformation.

Principals and superintendents are looking for models that impact the whole school, while increasing student proficiency in reading and writing. Reading Recovery needs to be at the forefront of schoolwide impact. Implementing Reading Recovery as part of a whole-school comprehensive model must be pursued with the same rigor, passion, and excellence that scaled up Reading Recovery from 1984–2001, when 150,000 children were served annually. I urge all Reading Recovery stakeholders to take on this challenge and create new life for Reading Recovery!
Good news about Reading Recovery abounds! During the past few months, RRCNA has shared with you impactful information, some of which is highlighted here. Are you sharing all this good news with your colleagues and school decision makers?

**i3 Final Evaluation Report**

Findings from “one of the most ambitious and well-documented expansions of an instructional program in U.S. history” show the $55 million Investing in Innovation (i3) scale-up of Reading Recovery was “highly successful.”

Reading Recovery: An Evaluation of the Four-Year i3 Scale-Up by the Consortium for Policy Research in Education (CPRE) reports key findings on scale-up processes, challenges, and outcomes; immediate and sustained impacts; implementation fidelity, and implementation at both the lesson and school level. A total of 3,747 teachers were trained, serving 61,992 students in one-to-one lessons. In addition, these Reading Recovery-trained professionals taught 325,458 students in classroom or small-group instruction.

The randomized control trial (RCT) study of the immediate impacts in the scale-up schools—among the largest such studies ever conducted—revealed medium to large impacts across all outcome measures. Effect sizes at the end of 12 to 20 weeks of treatment ranged between 0.30 and 0.42 standard deviations.

The growth rate we observed in students who participated in Reading Recovery over approximately a five-month period was 131 percent of the national average rate for 1st-grade students. Moreover, these results were similar in two subgroups of interest to the i3 program: English Language Learners and students in rural schools. (p. 3)

Much appreciation goes to Jerome D’Agostino (principal investigator) and Emily Rodgers (co-director) at The Ohio State University, as well as the 19 partnering university training centers and hundreds of teacher leaders!

**JESPAR**

A special themed issue of the Journal of Education for Students Placed At Risk, released in January, focuses on advances in Reading Recovery research. RRCNA worked with the editors of JESPAR and journal publisher Routledge to provide free online access to this issue until June.

The articles examine student motivation and achievement, effectiveness, scaling, and sustaining Reading Recovery:

- Reading Recovery as an Epistemic Community
  – Donald J. Peurach & Joshua L. Glazer

- Scaling and Sustaining an Intervention: The Case of Reading Recovery
  – Emily Rodgers

- An International Meta-Analysis of Reading Recovery
  – Jerome V. D’Agostino & Sinéad J. Harmey

- Reading Recovery: Exploring the Effects on First-Graders’ Reading Motivation and Achievement
  – Celeste C. Bates, Jerome V. D’Agostino, Linda Gambrell, & Meling Xu

- Getting to Scale: Evidence, Professionalism, and Community
  – Robert E. Slavin

JESPAR is published four times a year by the University of Cincinnati. The journal is dedicated to the improvement of the educational experience of at-risk students and assisting researchers, policymakers, and practitioners in identifying what programs work in our schools. Our thanks to the JESPAR editors and Routledge/Francis & Taylor Online for partnering with us to share the news!
What Works Clearinghouse
In October 2014, USDE’s What Works Clearinghouse (WWC) conducted a single study review of the CPRE evaluation of the first year of the i3 Reading Recovery scale-up project. WWC confirmed the study's findings that Reading Recovery had significant positive impacts on general reading achievement and reading comprehension. While USDE hasn’t yet merged these results with their updated 2013 beginning reading intervention report on Reading Recovery, RRCNA recalculated the ratings following procedures in the WWC Handbook.

The inclusion of the i3 Year One study findings increases the extent of evidence in the outcome domains for comprehension and general reading achievement to the category of ‘medium to large,’ and increases the effectiveness rating for comprehension from ‘potentially positive’ to ‘positive.’ You can download an updated comparison chart of beginning reading programs in the WWC review on our website at http://readingrecovery.org/reading-recovery/research/what-works-clearinghouse.

Resources on Dyslexia
I hope you have had an opportunity to read and use an RRCNA resource posted on our website titled “Early Literacy Matters: Dyslexia, Specific Learning Disabilities, and Reading Recovery.” A number of states have passed legislation mandating that schools implement procedures to identify children with dyslexia or related disorders. These initiatives often require that teachers receive training and certification in the use of specific assessment and instructional procedures that show evidence of supporting the literacy learning of the most at-risk students. Our briefing paper provides further information:

Compliance with this mandate is complicated by the ongoing research debate regarding the definition of dyslexia and the role of RTI procedures in this identification process. The literature includes numerous diverse and often overlapping concepts of dyslexia — ranging from anyone who struggles with decoding to a much narrower set of children whose decoding difficulties are unexpected relative to their other intellectual skills and life circumstances and, therefore, may be assumed to be biologically determined (Elliott & Grigorenko, 2014).

Research suggests that since there is no adequate assessment to discern whether beginning readers' difficulties are biologically determined, practitioners focus on assessments that identify students for educational support and instruction tailored to the child’s individual strengths and needs (Elliot & Grigorenko, 2014; Vellutino, Fletcher, Snowling, & Scanlon, 2004).

Response to intervention (RTI) dispenses with a search for deficits in specific cognitive functions when difficulties are first presented and instead places the emphasis on gauging the individual’s progress over time (Elliot & Grigorenko, 2014, p. 27).

RRCNA Board of Directors Election Results
We are pleased to share results of the recent election for terms beginning July 1, 2016.

Vice President
Jeff Williams
Teacher Leader
Solon City Schools
Solon, OH

Secretary
Maryann McBride
Teacher Leader
Clemson University
Clemson, SC

Teacher Representative
Kellie Ehlers
Worthington City Schools
Worthington, OH

Site Coordinator Representative
Steven Foreman
Zanesville City Schools
Zanesville, OH

Trainer Representative
Yvette Hefferman
CIRR Atlantic Division
Nova Scotia, Canada

Descubriendo la Lectura Representative
Kathryne Salinas
Teacher Leader
Lamar CISD
Rosenburg, TX

(continues)
In the ongoing effort to dialogue with school decision-makers, RRCNA representatives met with the leadership of the National Association of Elementary School Principals (NAESP) on March 13 prior to the group’s National Leaders Conference.

NAESP President Robyn Conrad Hansen and Executive Director Gail Connelly voiced their support for Reading Recovery and interest in collaborating with RRCNA on common priorities in the implementation of the Every Student Succeeds Act (ESSA), signed into law December 2015.

The focus group featured Karen Scott, director of elementary learning and federal programs, Ozark Public Schools, Missouri; Leslie McBane, Reading Recovery teacher leader, South-Western City Schools, Ohio; Nayal Maktari, principal, Walled Lake Consolidated Schools, Michigan; Jady Johnson, executive director, RRCNA; and Gerry Brooks, principal, Fayette County Schools, Kentucky.

This year, RRCNA celebrates 20 years of service to the Reading Recovery community. We’re proud to be the only association dedicated exclusively to furthering the work of Reading Recovery-trained professionals in North America. You’ll see more from the past 20 years later this summer.

But first, we wanted to recognize someone who has been with the Council since Day One—Director of Member Services Julie Reeves—who celebrated her 20th anniversary in January!

The International Literacy Association’s Literacy Research Panel recently released a research advisory on dyslexia. The 17-member panel produced a straightforward, comprehensive synthesis of the current understandings of dyslexia.

Here are a few excerpts from this advisory:

- As yet, there is no certifiably best method for teaching children who experience reading difficulty (Mathes et al., 2005). For instance, research does not support the common belief that Orton-Gillingham-based approaches are necessary for students classified as dyslexic (Ritchey & Goeka, 2007; Turner, 2008; Vaughn & Linan-Thompson, 2003). Reviews of research focusing solely on decoding interventions have shown either small to moderate or variable effects that rarely persist over time, and little to no effects on more global reading skills.

- Assessment that gives us data on how to support instruction that is responsive to individuals’ needs and comprehensive in scope is more useful in meeting students’ needs than a one-size-fits-all process to determine dyslexia.

- Optimal instruction calls for teachers’ professional expertise and responsiveness, and for the freedom to act on the basis of that professionalism.

- So it may be that not using the term dyslexia would, on balance, benefit the teaching/learning process.

As developments unfold, RRCNA will update you with news that affects early literacy and the future of Recovery Recovery. And please keep sharing the good news!
Regional Projects Generate Donations

Funds generated through regional conferences can help RRCNA reach more schools and do more to advance Reading Recovery. Two of the Council’s affiliate organizations recently forwarded contributions to the Reading Recovery Fund.

The Southeastern Regional Reading Recovery Association contributed $8,000 from the proceeds of their January conference, designating $5,000 of it in memory of Floretta Thornton-Reid, retired trainer from Georgia State University, who passed away in 2013. Dr. Thornton-Reid’s extensive work and impact on children’s literacy is recognized in the U.S. and around the world.

The Reading Recovery Council of Iowa donated $2,420, the proceeds from the sale of T-shirts commemorating 25 years of Reading Recovery in Iowa. The shirts were presold at each of the Reading Recovery sites affiliated with the University of Northern Iowa so teachers could wear them during the “Parade of Sites” at the October 2015 Iowa conference. An auction of themed baskets during the conference generated more than $700, which was also donated to RRCNA.

Contributions such as these provide necessary support for RRCNA to organize and act on behalf of members, thousands of educators, and school administrators, in our common vision “to ensure that children who struggle in learning to read and write gain the skills for a literate and productive future.” RRCNA also uses these funds to advocate at the state and federal levels to support comprehensive literacy programs and for funding adequate to assure that every child reads and writes on grade level; provide a variety of publications, conferences, online learning, and resources to support Reading Recovery professional development and practice; and support research and scholarly work related to early literacy intervention to further academic advancement in the field. For more information about how your site or regional affiliate might organize fundraising events to benefit RRCNA, please contact Development Committee Chair Cathy Duvall.

Expansion Grants

After spearheading the challenge last year, Pioneer Valley Books is again funding Expansion Grants that will help schools fund training for 15 new Reading Recovery teachers in the 2016-17 school year. Each teacher trained with the grants will also receive a starter set of Pioneer Valley Books.

The grants are awarded to university training centers to assist in covering the costs of initial training of new Reading Recovery teachers that expand implementation in school districts the UTC oversees. Recipients will be announced in May.
Scholarship and Grant Recipients Attend 2016 National Conference

Hameray Publishing Group and the Yuen Family Foundation Scholarships

Two U.S. teacher leaders and one in Canada are in training thanks to Hameray Publishing Group and the Yuen Family Foundation whose contributions totaled $30,000. The Hameray Publishing Group is dedicated to publishing innovative literacy materials for today’s educators and the Yuen Family Foundation is a private charitable organization. Pictured are (standing left-to-right) Jenny Wilkins, Effingham County Schools, Springfield, GA, training at Georgia State University; Alissa Roe, Oshkosh Area School District, Oshkosh, WI, training at National Louis University; and Teri Turner, York Region District School Board, Ontario, Canada, training at the Canadian Institute of Reading Recovery Central Division; with Ray and Christine Yuen of Hameray Publishing Group.

The Geri Stone Memorial Fund was established by family and friends in memory of Geri Stone’s leadership and work as a Michigan Reading Recovery teacher leader. Grants and scholarships are awarded to Reading Recovery professionals to help offset the cost of training, professional development, or other literacy efforts. The 2016 National Conference grant recipient was (right) Lisa Bradley, Napoleon Community School, Napoleon, MI; pictured with Melani Paul representing the fund.

The Minnesota Professional Development Grant was established in memory of Reading Recovery teacher leader, Diane Holum. This award honors her commitment and passion for literacy and learning. The 2016 grant recipient was Jill Johnson (left), ISD #196, Eagan, MN; pictured with Tonya Person representing the fund.
**Tenyo Family Foundation** provided 10 National Conference grants. The Foundation was founded by the late Sophie Tenyo to support charitable, religious, scientific, literary, and educational endeavors for the public welfare and well-being of mankind. Recipients were (left to right, standing) **Kelsey Moore**, Boulder Valley School District, Boulder, CO; **Mary Webster**, Rochester Community Schools, Rochester, MI; **Angela Wheeler**, Monroe County Schools, Tompkinsville, KY; **Kristin Kincaid**, Mundelein School District #75, Gurnee, IL; **Cynthia Listort**, Kingston City Schools, Kingston, NY; **Ellen Reiling**, Guilderland Central School District, Bennington, VT; (seated) **Kathy Salinas**, Lamar CISD, Richmond, TX; **Aimee Sexton**, Metcalfe County Schools, Edmonton, KY; **Joyce Mol**, Mundelein School District #75, Lindenhurst, IL; and **Jennifer Wicklow**, Fargo Public Schools, Fargo, ND.

**Dr. Julie Olson Literacy Professional Development Grant** was established in honor of Dr. Olson, a retired director of Independent School District #196 elementary education and Reading Recovery site coordinator. The grant supports Reading Recovery professionals from ISD #196 to attend the National Conference. Two $1,000 grants were awarded to **Sheila Trzynka** (left) and **Teri Townsend** (center) of Eagan, MN; pictured with Teresa Douglas representing the fund.

**KEEP BOOKS** are designed as a school/home book program that addresses the need for inexpensive, but interesting books for young children to read at home. KEEP BOOKS provided two $1,000 grants for National Conference attendance. Recipients were **Mary Schwartz** (left) Summit School District RE-1, Silverthorne, CO; and **Susan Thomas** (right), Cobb County Schools, Marietta, GA; pictured with Patricia Scharer representing KEEP BOOKS.
Reading Reading Books, LLC is an educational publisher located in Reading, PA. They offer a variety of fiction and nonfiction leveled books specifically designed for beginning readers. This year’s grant recipient was Mary Renfrow-Brown, Elizabethtown Independent Schools, Elizabethtown, KY.

MaryRuth Books offers instructional, clever books that provide reading practice using photos and illustrations to facilitate word recognition and engage the young reader. MaryRuth Books provided two $1,000 grants for National Conference expenses. Recipients were Catherine Schoon (left), New Haven Unified School District, Fremont, CA; and Lori Dupuis, Rochester Community Schools, Rochester, MI.

SongLake Books hand selects the best books from the best companies and organizes them into leveled book sets for guided reading and Reading Recovery. Book collections include fiction and nonfiction selections with a variety of genres at each level and are culturally diverse and gender fair. The 2016 grant recipient was Kelley Weiss, MSAD #31, Enfield, ME.

Grant opportunities for the 2016–2017 year and for the 2017 National Conference will be posted on the Scholarships & Grants page of the RRCNA website later this summer.

Teacher Leader Scholarship Applications Accepted Until May 27

There’s still time to apply for one of four $15,000 teacher leader training scholarships for the 2016-2017 training year. Funds are provided by the Hameray Publishing Group/Yuen Family Foundation, Kaeden Books, and MaryRuth Books.

The purpose of the scholarship is to provide support for the initial training of teacher leaders, which consists of a full time, one-year postgraduate course conducted by one of the Reading Recovery university training centers.

School districts located in the U.S. and Canada are eligible to apply for the scholarship. Teacher leader candidates must be members of RRCNA. See the Scholarships & Grants webpage for details.
Hameray and Authors’ Royalty Donations Total $45,635

Since the first round of publication 5 years ago, the Hameray Publishing Group and authors of its Kaleidoscope Collection have contributed a portion of their sales revenue and royalties to RRCNA. Hameray President Kevin Yuen and his parents, Ray and Christine Yuen, have presented royalty checks to RRCNA Executive Director Jady Johnson during the National Conference — checks totaling $45,635 over the last 5 years!

The Kaleidoscope Collection is comprised of 150 titles—leveled readers written by a group of experienced Reading Recovery teachers, teacher leaders, literacy coaches, and reading specialists—all members of RRCNA. The series contains both fiction and nonfiction books.

Children’s author Joy Cowley provides editorial guidance for the series. Her What Is a Book? was written in honor of Reading Recovery’s 30th anniversary. Joy graciously donated $2,355 in author’s royalties to RRCNA.

Thanks go to Kaleidoscope authors, to Joy, and to the Yuen family who have a history of generous support for Reading Recovery!
M. TRIKA SMITH-BURKE BEQUEST

Match Raises Fund Total to $25,922

One-of-a-kind, handmade felt flower pins were springing up in February as 2016 National Reading Recovery & K–6 Literacy Conference attendees donated to the Reading Recovery Fund. The flowers were a tie-in to the Council’s new “Growing Readers One by One” campaign that was inspired by Columbus author Edith Pattou’s book, Mrs. Spitzer’s Garden.

The Reading Recovery Fund allows RRCNA to continue its work supporting education policy, adequate school funding, meaningful professional development, ongoing research, and outreach to school decision makers.

This year, funds bequeathed by M. Trika Smith-Burke matched the $12,961 from donors, for a total contribution of $25,922! Trika chaired the Development Committee for many years, and her regular and big-hearted contributions were designated for RRCNA priorities. Our thanks to all the generous donors who allow us to continue to help struggling readers with the one-to-one power of Reading Recovery.

RRCNA Development Chair Cathy Duvall challenged all attendees to contribute to the Fund.

Shop Amazon? Use Smile and Help Support the Council!

Visit smile.amazon.com, sign in to your regular Amazon account, and designate RRCNA as the charitable organization you’d like to support. Every time you shop, The Amazon Smile Foundation will donate 0.5% of the purchase price from your eligible AmazonSmile purchases.

Go to www.smile.amazon.com and start shopping!
We’re Working for You!

Scavenger hunt explores website
The Membership Committee recently challenged all members to an online scavenger hunt comprised of 15 questions relating to resources found on RRCNA’s website. Dozens of members accepted the challenge, and many commented that in researching answers, they discovered resources they never knew existed!

The quest led seekers to the Book List, the Listening Library, the journal archive, and other treasures. All members who completed the questionnaire before February 29 received a free gift and a chance to win a $100 gift certificate from their favorite RRCNA associate member company. Grand prize winners were Amy Smith, Richmond, KY; Jennifer Wicklow, Fargo, ND; and Heather Garland, Simpsonville, KY. Watch for another scavenger hunt this fall.

Listening Library: Great on-the-go PD
RRCNA’s Listening Library is a growing collection of over 80 National Conference audio recordings on a wide variety of topics of interest to Reading Recovery and classroom teachers and administrators. This is a great way to access PD on-the-go from your mobile devices or computers. Many sessions also include printable handouts.

Among the newest recordings:
• Change Over Time in Writing
• Activating Teaching: Using Running Records to Inform Teaching Decisions
• Teaching for Acceleration: Learning from Fast Progress Children
• Is it Greek? Is it Latin? What’s the Root?
• Accelerating Struggling Readers in Grades 2–6
• Embedded Coaching and Unifying Intervention Staff in Theory and Practice

If you haven’t had a chance to explore all the online resources, do it today! You won’t believe what you’ve been missing!

Make the most of your membership!
You’ll need an online profile to access your Members Only resources. If you haven’t yet set up a username and password, just follow these three easy steps.

1. From the readingrecovery.org homepage, click the top right column LOGIN button.
2. Enter your email address, then click the Reset my Password button.
3. You will receive an email with a temporary username and password that you can change anytime.
2016 National Reading Recovery & K-6 Literacy Conference

The nation’s premier K–6 literacy conference connected educators from around the world and created momentum in the reading community. Over 2,300 Reading Recovery professionals and other educators took part in this rich learning experience.

Above – RRCNA Executive Director Jady Johnson and President and 2016 National Conference Chair Craig Dougherty welcomed attendees during the opening session. In her keynote presentation, Dr. Linda Dorn (center) addressed three questions that helped us focus on engaging children in meaningful reading and writing.

Above right – Dr. Anthony Muhammad, an expert in school culture and organizational climate, challenged us to improve student achievement through staff collaboration as a part of a professional learning community.

Right – Steve Jenkins, Caldecott Honor-winning children’s author and illustrator, shared techniques for creating high-interest, nonfiction stories to deepen young children’s understandings.
More than 100 sessions provided teacher and administrator professional development. In addition to the School Administrators Institute, special interest group meetings provided details for first-time attendees and conference mobile app users, and information on Reading Recovery and Descubriendo la Lectura. New meeting space and a packed exhibit hall added to the excitement.

What attendees are saying . . .

I have already begun implementing what I learned into my classroom! My students enjoy hearing that I am always learning, too!

It was an excellent conference this year! The keynotes were exceptional as were the sessions I attended.

It is an inspiring and energizing experience. Where else can we hear the latest from the experts as well as trends in schools nationwide? It is important to feel that we are part of a greater village, not just our microcosm.

Always so re-energizing for me! It is professionally fulfilling to learn, share ideas with colleagues and other attendees, and come back with new ideas and a rededicated effort!

Columbus attorney Dante Marshall – the first Reading Recovery student in the U.S. – shared remarks and excerpts from Dr. Martin Luther King’s “I Have A Dream” speech as part of the annual African American Read-In.

OUR THANKS TO THESE CONFERENCE SPONSORS
Please enjoy these gems from previous issues, and send more for us to share!

Connecting to Text!
Kay Emmons, San Luis Obispo, California
Spring 2003
I was working with one of my students in familiar reading. Kayla was reading *I'm King of the Mountain*. When we got to the part about the cow going down the road, Kayla looked up at me and asked, “Shouldn’t that say, I’m queen of the mountain?” Pretty good thinking!

Using Analogy!
Emily Jordan, West Bend, Wisconsin
Fall 2003
I had just begun Roaming Around the Known with Hannah, and I was introducing her to a book that used the word *mum* instead of *mom*. Knowing that this could be confusing for her since she knew *mom*, I explained to Hannah that some people use *mum* instead of *mom*. Hannah listened to my explanation, then asked, “So do they call their dads *duds*?”

More Important Learning?
Linda Rak, Lydonville, New York
Fall 2004
The mother of one of my Reading Recovery children had just observed a very successful lesson with him. As the child was leaving the room, his mother sighed heavily and said, “Come back here and let me tie your shoes. You *really* need to learn how to tie these things.” “Yeah, I know,” replied the child, “but I can read!”

Out of the Mouths...
Jan Kuenning, DoDDS, Stuttgart, Germany
Spring 2006
To discourage the word-by-word reading of one of my students, I used the prompt, “Read it with your eyes,” to which she quickly replied, “But then you can’t hear me.”

Spelling Bee
Ginger Hill, Fargo, North Dakota
Fall 2008
During the Writing Vocabulary component of the Observation Survey assessment this year, a child said, “I can write *we*.” He wrote *Wii*. Our language is dynamic for sure!

This One Will Make You Cheep
Julie A. Christensen, Exira, Iowa
Fall 2009
I was doing a familiar read the other morning with one of my little ones. He was reading the story about Kitty and the birds. As he was reading the last page which says, “Cheep, cheep, cheep, kitty is asleep. Kitty is asleep, cheep, cheep,” he turns and says to me, “That’s my dad!” I asked him what he meant. His reply, “My dad, he’s cheap, my mom always has to buy and she gets tired of it!” I couldn’t keep a straight face and he was just as serious as can be! I wish I could have started a diary 33 years ago to keep track of all their funnies. I would be sharing them with their children by now!

Our readers say The Last Word column in *The Journal of Reading Recovery* is one of their favorite things to read. We need more of your great Reading Recovery stories. So take a minute to share one of your favorite moments with all our readers.

Just send a quick email to Communications Director Vicki Fox: vfox@readingrecovery.org