“I am Seth. I like to read. I like boating. The end.”

I actually started writing this article with these words as a joke to show my progress. When the laughter ended, I thought it was appropriate to include as a reminder of the first sentences I struggled with as an early reader and writer.

Many years ago, I had the privilege of being one of the first students enrolled in what was then a ground-breaking reading program newly introduced in Central Ohio. As a first grader, I was among a small group of students selected for this program, but I always thought everyone in the class was given the same opportunity. I was always excited when my Reading Recovery specialist, Mrs. Addy, called out my name to join her for my special one-to-one lessons. These sessions were always fun and I felt success daily while participating in the various literacy activities. My achievements influenced my mother to enroll in Reading Recovery teacher training at The Ohio State University, and she loved many years teaching students through this program until her recent retirement.

Fast forwarding to today, I feel extremely accomplished. My reading and writing competence has lead to a very successful career in technical sales as a mechanical engineer with a Fortune 500 company. I am so grateful to have had such a great support network in my early elementary years and have funneled my energy towards giving back to the community. My wife (Ania), Standard Poodle (Saba), and I enjoy teaching children how to read at a local elementary school through the pet therapy program called R.E.A.D. Many of the Reading Recovery techniques are used in this program and it is encouraging to see student growth as a direct result of our involvement.
Debbie Charna shares her thanks

I thought I was a pretty successful reading teacher. However, it was not until my first child, Seth, showed incredible progress in his emerging reading and writing skills that I realized I needed to learn more about the new intervention program called Reading Recovery.

Seth participated as a second-round student during the second semester of his first-grade year in the Bexley City Schools. After seeing Seth’s success, I decided to sign up through The Ohio State University and begin my training during the 1993–1994 school year. I can honestly say that after retiring with 36 years of teaching experience—with most of those years as a Reading Recovery teacher and literacy specialist in the Worthington City Schools and Columbus School for Girls—that I could give my students the best reading and writing instruction possible. All my students demonstrated incredible growth which they sustained throughout their school years and beyond. I stay in touch with many of my Reading Recovery “families” and feel very grateful that I could learn the Reading Recovery techniques and gain this valuable expertise.

“‘These writers challenge us to implement differentiated teaching in classrooms to meet the instructional needs of individuals, and they have provided a rich source of information to help us do it.’”

—From the Foreword by Gay Su Pinnell, The Ohio State University

“‘The combination of Marie Clay’s research and theory with the authors’ understanding of these principles in today’s classroom is what sets this book apart.’”

—Lisa Lenhart, The University of Akron

“‘This resource will help classroom teachers support the continued learning of all their students.’”

—Robert M. Schwartz, Oakland University

“‘An excellent professional development resource for classroom teachers, Reading Recovery teachers, literacy coaches/specialists, and site administrators.’”

—Kathleen Brown, Reading Recovery teacher leader, CA

This resource gives K–2 teachers specific suggestions for using Marie Clay’s groundbreaking Reading Recovery® principles to ensure that all children meet new and rigorous standards in all facets of literacy learning.