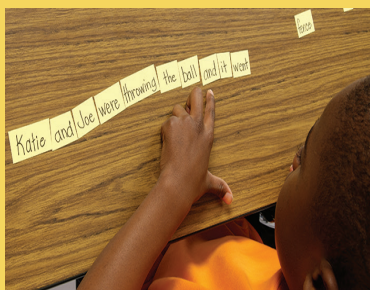
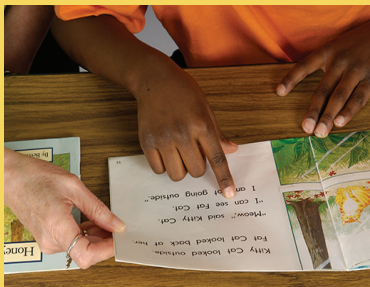
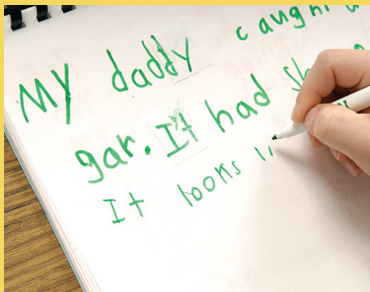
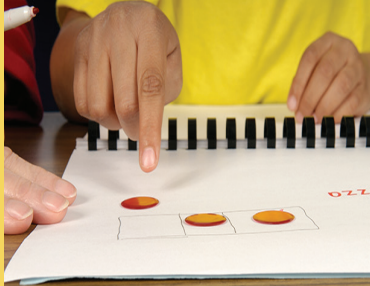


Learning to read is complex, and it is not uncommon for beginning readers to struggle. Research shows that children have individual learning strengths, and schools offer many alternative programs.

We know parents are concerned about the challenges that learning difficulties, including dyslexia, appear to create for children learning to read and write. We want to assure you that Reading Recovery® is a powerful first-grade intervention for any struggling learner.

## How Reading Recovery® Helps Your Child Learn





Daily lessons include many multisensory activities that support your child's learning.

Reading Recovery helps children develop the skills of a proficient first-grade reader. Specially trained teachers individually design and individually deliver lessons to build on your child's strengths. In combination with strong classroom instruction, Reading Recovery gives your child the best chance for success.

### How does my child benefit?

Children experiencing difficulty with beginning literacy, including dyslexia, benefit substantially from early intervention that is responsive to their specific needs. Individualized instruction is key, and Reading Recovery offers this opportunity immediately in first grade. Reading Recovery teachers are specially trained to address the challenges that literacy difficulties present — including dyslexia. They are responsive to your child's unique needs as they provide the intensive, individual instruction that is the fastest route to success. With each success, your child will become more confident and be more motivated to learn in school.

### How will my child learn to read and write?

The goal of each child's Reading Recovery instruction is the development of a proficient and complex literacy processing system. This involves both the acquisition of tools (for example, word analysis skills that involve phonics) and processing strategies to read with understanding. This instruction is similar to phonics instruction in that it ensures acquisition of letters, letter sounds, and word analysis strategies. Word-level instruction is presented daily in both reading and writing activities — during daily reading of storybooks and daily writing of personal messages.

**Phonemic awareness** is the ability to notice, think about, and work with the individual sounds in spoken words. **Phonics instruction** teaches your child the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.

### ***Proficiency in word analysis and phonics skills***

Each objective of word study is carefully planned and provided in structured lessons offering multisensory approaches to establish and reinforce new learning. Here are a few examples of instruction that build understandings and proficiency in word analysis and phonics skills.

### ***Learning to use connections with purposeful decoding***

Reading Recovery teachers recognize that decoding must be purposeful. They will help your child learn to use connections between letters and sounds and to use their knowledge of how words work. Children are then able to solve problems with challenging words and understand what they are reading. This is accomplished across the series of Reading Recovery lessons.

- Phonemic awareness is initially established with structured instruction during the writing component of the lesson.
  - Letter identification is taught using multisensory approaches and reinforced throughout the series of lessons to ensure fast, accurate recognition and discrimination.
  - Applying known letter sound associations and linking sound sequences to letter sequences is addressed in both reading and writing.
  - All new learning is applied and observed/analyzed in reading and writing every day.
  - Fast visual processing is supported as the child analyzes unknown words in stories by taking them apart on the run.
  - Your child will develop the advanced analysis skills needed for decoding multisyllabic words and will profit from classroom word work and study.
  - The teacher monitors your child's daily progress in word analysis and re-teaches as needed. Many opportunities for applying new skills are provided daily across multiple reading and writing activities.
- 
- The instruction is comprehensive in that the full range of reading and writing skills are addressed. The goal is for your child to develop a literacy processing system.
  - Lesson plans are revised in response to your child's progress, observed strengths, and emerging competencies.
  - The sequence of instruction reflects your child's instructional needs and pace of development. New concepts are presented in a logical order.
  - Sequencing of skill instruction is observed in many critical areas and is based on research findings. For example:
    - Initial letters are a starting point in analyzing words.
    - Inflections are easy to recognize.
    - Consonants are easy to hear.
    - Even easy-to-hear vowels are somewhat difficult.
  - Daily lessons follow a structured lesson framework and teaching is carefully planned and explicit. Attention is given to all necessary subcomponent skills and strategies in reading and writing.
  - Multisensory activities are found in many instructional experiences across the lesson to support learning letters, isolating sounds, acquiring new words, and hearing the sounds in words before writing.



## What happens in the classroom?

The Reading Recovery teacher teams with the classroom teacher and other specialist teachers to support your child's learning. The objectives of classroom reading and writing instruction are shared and progress is monitored. Reading Recovery teachers address confusions and needs observed in the classroom, and classroom teachers make adjustments in their program as your child gains new skills and shows new strengths.

## What can I do to help my child?

You have an open invitation to observe your child during Reading Recovery lessons. You'll see how the teacher addresses reading comprehension, phonics-related instruction in reading and writing, literacy processing, and independent problem solving.

You play a critical and important role, and your involvement at home is key to accelerated learning. Talk with your child's Reading Recovery teacher and learn how spending a few minutes at home each day will make a big difference in your child's literacy learning.

You'll also find helpful resources for parents and families on the website.

**Buffy chased a ball.**

"I am very hungry," said the young man. "Can you give me some food?"

"I have nothing here for you to eat," said the old woman.

The young man took a stone from his pocket. "This is a soup stone," he said. "Please let me come in, and I will show you how to make soup with this stone."

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Reading level (top) and writing vocabulary improve over the series of Reading Recovery lessons as your child gains new literacy skills.



Reading Recovery  
Community

[www.readingrecovery.org](http://www.readingrecovery.org)