**Reading Recovery® Center Report**

**Prepared by Lindy Harmon, Ed.D, Reading Recovery Director/Trainer**

**Professional Learning Support**

The Reading Recovery Training Center at CCLD provides initial training and ongoing professional learning (OPL) for all Reading Recovery Teacher Leaders across the state. Teacher Leaders complete a year-long, graduate level program of 18 hours of coursework in Literacy Theory, Clinical Literacy Teaching of children, and Literacy Leadership including the coaching of adult learners. Teacher Leaders to return to their respective regions and provide training and (OPL) to Reading Recovery teachers across multiple districts. Reading Recovery teachers then teach children in both individual and small group settings as well as provide professional learning and support to classroom teachers.

“The Reading Recovery theory of change asserts the critical role of the teacher in identifying students’ strengths and needs and facilitating their learning by providing appropriate opportunities to acquire and use new reading skills. The teacher’s practice is highly diagnostic and grounded in a substantial knowledge base about the learning-to-read process for diverse learners, as well as a sophisticated set of teaching skills applied in an individualized fashion for each learner. The basis of the Reading Recovery PD model is similarly informed by a very deliberate approach to acquiring and applying knowledge that is individualized to the needs of the teacher.” Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute.

The Reading Recovery professional learning model provides a scaffold for responsive teaching. Teachers learn how to identify individual strengths and needs and how to adapt their instruction accordingly. Being a responsive teacher is challenging work and requires systemic support.

**RR-Reading Recovery®**

Reading Recovery is an intense, short-term, early intervention designed to support classroom instruction for young literacy learners in first grade. Students receive daily 30-minute lessons taught by a highly trained teacher as a supplement to comprehensive classroom literacy instruction for 12-20 weeks. The goal of Reading Recovery is to assist the lowest achieving literacy learners until they can function within the average of their first-grade peers.

**LL-Literacy Lessons®**

Literacy Lessons is a professional learning model for Special Education and English Language Learner teachers, an intervention model for their students and a collaboration with Reading Recovery teachers. Specialist teachers train alongside the teachers in a Reading Recovery class using both individual and small group instruction with their most challenging students.

**CIM-Comprehensive Intervention Model, (small group models)**

The Comprehensive Intervention Model (CIM) is a systemic approach to literacy improvement through small group interventions. The goal of each intervention is to develop self-regulated, strategic readers and writers who can solve literacy problems with flexibility, efficiency, and understanding.

**Cognitive Skills and Processes Modules**

The Cognitive Skills and Processes Modules are a series of professional learning modules designed to build teacher knowledge in the areas of linguistic and cognitive theory and equip teachers with instructional routines and processes that support literacy development.

**Design Features Common to all Modules include:**

Explicit, multi-sensory instruction, Structural and instructional scaffolds within lessons that promote skill acquisition, carefully sequenced lesson and skill progressions, intentional linking of phonemic awareness and phonics in both encoding and decoding in every lesson.

**Module Content:**

**Letter Naming and Writing:** Children learn to both name and form all letters of the alphabet, beginning with the uppercase letter forms.

**Beginning Phonemic Awareness and Phonics:** Children learn the sound associations for consonant letters.

**Intermediate Phonemic Awareness and Phonics:** Children learn to segment and blend the sounds in words (early lessons) as well as to decode and encode 3-5 phoneme words with an emphasis on short vowels. The module content includes all CVC words as well as CCVC words with beginning and ending digraphs and blends. An important feature of this module is the utilization of hand motions to support the students in segmenting and blending the sounds in words aloud as well as the use of Elkonin boxes to scaffold students in spelling and decoding sound regular words that have short vowels.

**Cumulative Decoding:** Children learn how to “build up the sounds” in single syllable words. Cumulative decoding is more efficient than letter by letter sounding and **prepares** students to decode longer, more complex words.

**Advanced Phonemic Awareness and Phonics:** The content of this module addresses the shift in encoding and decoding that occurs when students must move beyond attention to phonology alone and begin to understand orthographic spelling patterns required to spell and write words with long vowels and irregular spellings. The module uses orthographic mapping boxes to support this shift.

**Syllable Strategy:** Children learn processes for solving multi-syllabic words.

**The remaining Modules focus on Monitoring, Book Introductions, Deep Comprehension.**