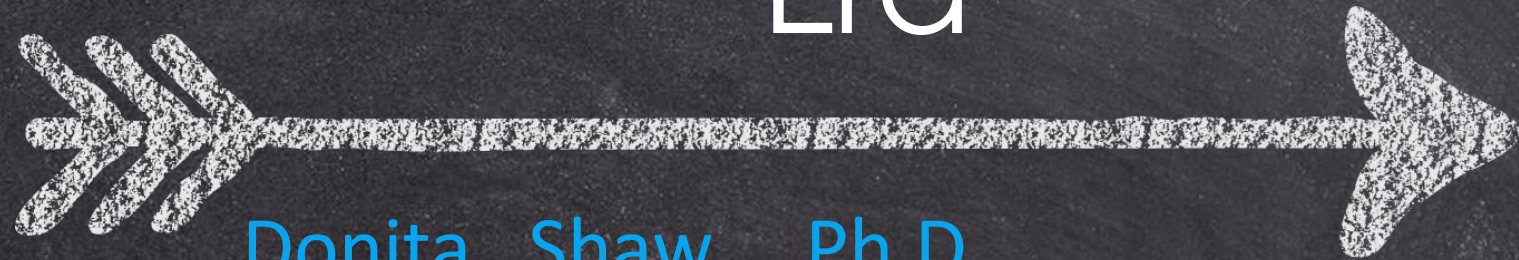
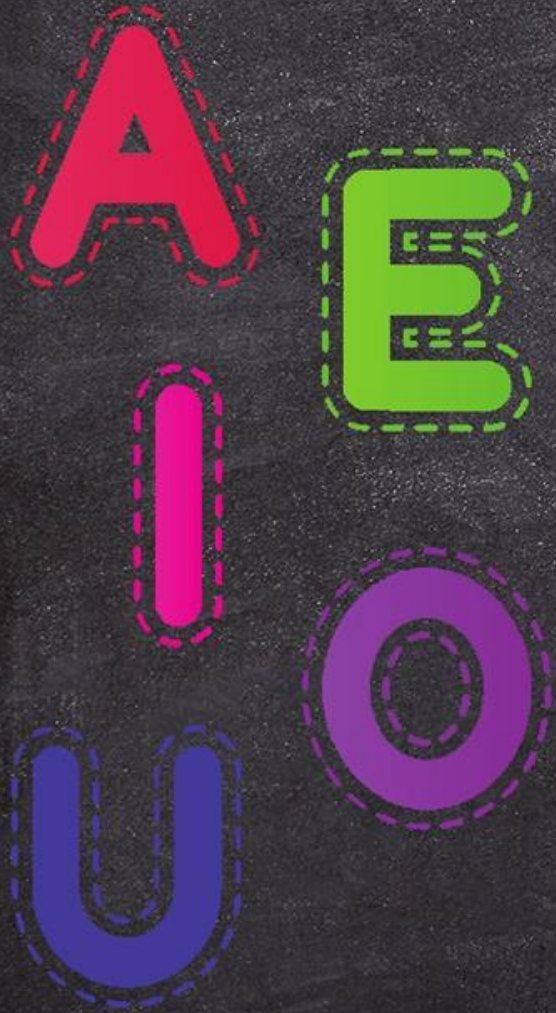


Reading Recovery Word Work in a Science of Reading Era



Donita Shaw, Ph.D.
Oklahoma State University
Reading Recovery Council of Michigan
Institute 2024



Our Time Together



Marie Clay and Phonics



Systematic: Explicit, Structured, Sequential



Additional Thoughts

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Phonics???

Intervention Essentials

Understanding Marie Clay's Perspective on Phonics

Mary Anne Doyle, University of Connecticut

How did Clay regard the use of phonics in Reading Recovery®?

We understand that Marie Clay's literacy processing theory is multifaceted, and we understand the place of phonics within her design of instructional procedures. This article reviews Clay's messages about alternative approaches to early literacy instruction, including phonics. This is important in light of recent assertions that Clay's procedures do not address phonics and that Clay considered phonics nonsense. In fact, Clay did use

different approaches to beginning reading were implemented widely in our schools at one time. Critics, unassociated with Clay, found both approaches lacking.

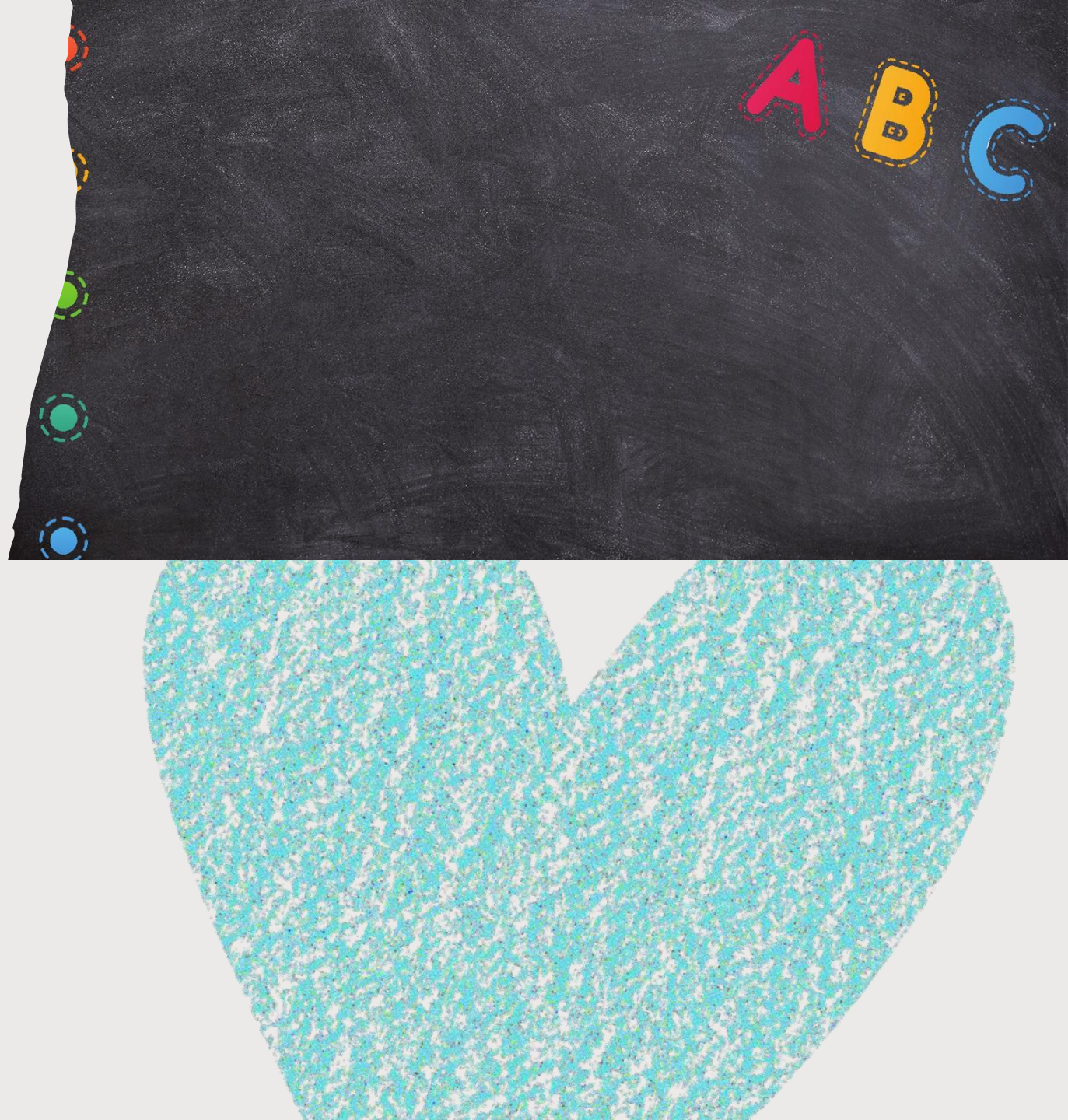
What were the alternative approaches?

Look-say approach to beginning reading

First, in considering the look-say method, the assumption that the acquisition of a large sight vocabulary was the entrée to proficient reading was found faulty. Reading with understanding requires more

to proceed from the easiest to the more-complex rules for identifying sounds and blending sounds to pronounce words. Again, the goal of the phonics approach was mastery of word recognition skills, and learners did acquire the rules. However, as with the look-say method, the effectiveness of the phonics method in supporting a learner's comprehension was questioned. For example, following a year of instruction, a reader would be expected to decode the words "bark," "rig," "main" and "mast" successfully; however, this would not ensure understanding of the statement, "The frog and




“Linking sound sequences to letter sequences is NOT a simple problem of what theorists, researchers, and teachers call phonics”
(LLDI, p. 143).





Definitions LLDI p. 5

- Message-getting (or sending)
- Problem-solving activity



Both activities involve linking invisible patterns of oral language with visible symbols.



A

E

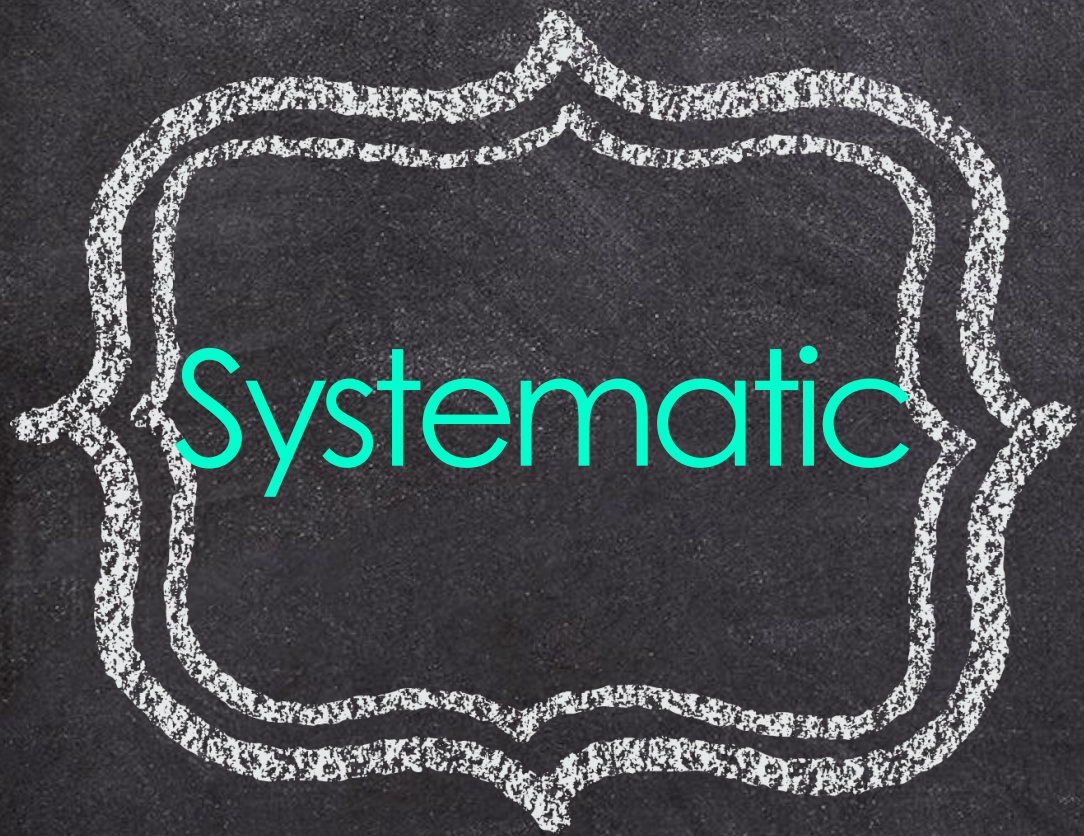
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Literacy
Processing Theory
LLDI p. 16

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



Well-ordered plan

Methodical in procedure

Marked by thoroughness





Some guidance from Harmey & Bodman
(JRR, 2020)

- Synthetic and analytic
- RR is systematic because we move from simple to complex for each student.
- Child's existing and new letter knowledge is applied within literacy processing theory.



How to look at print

What to look for in print: letters

What to look for in print: words

Linking what is seen and heard

Applying knowledge gained from phonics teaching in the context of reading and writing continuous text

Table 2. Key Finding/Recommendations from Research: Alignment with Reading Recovery

How to Look at Print

Findings

- Print knowledge predicts early reading success. (Anthony & Lonigan, 2004; National Early Literacy Panel, 2008)
- Print skill is a robust predictor of later reading ability. (Hammill, 2004)
- There is a causal relationship between print knowledge and later literacy skills. (Piasta et al., 2012)
- Print referencing by teachers supports emergent literacy. (Justice & Ezell, 2004)

Recommendations

- Engage in meta-linguistic conversations about print. (Justice & Ezell, 2004)
-

Reading Recovery Teaching Procedures

- Learning about direction. (p. 50)
 - Locating what to attend to. (p. 55)
 - Learning how letters make up words. (p. 71)
 - Engage in talk about letters and words. (p. 73)
-

What to Look for in Print: Letters

Findings

- Alphabet knowledge is the best predictor of later reading ability. (Piasta & Wagner, 2010)
- Six variables correlate and predict later literacy achievement, including alphabet knowledge and rapid automatic naming of letters and objects. (National Early Literacy Panel, 2008)
- Writing supports letter learning. (Hindman, Wasik, & Erhart, 2012)

Recommendations

- Use magnetic letters to support letter learning. (Foorman et al., 2016)
 - Use alphabet books focusing on upper and lower case letters. (name and sound) (Piasta, Purpura, & Wagner, 2010)
-

Reading Recovery Teaching Procedures

- Foster fast/rapid visual access to print through language. (p. 61)
 - Involve several modes of learning. (p. 176).
 - Use writing to support letter learning. (p. 175)
 - Engage in letter sorts using magnetic letters. (p. 63)
 - Provide a personal alphabet book with various forms of the letter. (p. 65)
-

What to Look for in Print: Words

Findings

- The ability to read words from memory frees attention and expands readers' knowledge of spelling-sound regularities. (Ehri & Rosenthal, 2007)
- Decoding difficulties predict later reading difficulties. (Snowling & Hulme, 2012)

Recommendations

- Teach regular and irregular high-frequency words so that students can recognize them efficiently. (Foorman et al., 2016, p. 28)
- Work in isolation and in context of text (Foorman et al., 2016) or in combination. (Suggate, 2016)

Reading Recovery Teaching Procedures

- Extend word knowledge. (p. 69)
- Continue to build a reading vocabulary. (p. 153)
- Develop a reading vocabulary. (p. 133)
- Develop a writing vocabulary. (p. 89)
- Attend to words in isolation. (p. 157)
- Engage in systematic analysis of words in isolation—known, spoken, learning in reading and writing. (p. 156)
- Take words apart while reading. (p. 147)

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Linking What is Seen and Heard

Findings

- Phonological awareness is both a precursor and consequence of reading. (Snowling & Hulme, 1994)
- Teaching spelling improves reading. (Graham & Hebert, 2010)

Recommendations

- Teach student to manipulate segments of sound in speech starting with syllables and move to phonemes using Elkonin boxes to support instruction. (Foorman et al., 2016)

Reading Recovery Teaching Procedures

- Hearing syllables. (p. 95)
- Introduce the phonemic awareness tasks. (p. 96)
- Ways of solving words for writing. (p. 88)
- Use phonemic analysis during story writing (Elkonin boxes) (pp. 98–98)
- Attend to spelling boxes using boxes for letters. (p. 100)

Applying Knowledge Gained from Phonics Teaching in the Context of Reading and Writing Continuous Text

Findings

- Teaching that contains the reading and writing of connected text is effective. (Burroughs-Lange & Douëtil, 2007, 2008; Hurry & Fridkin, 2018; Schwartz, 2005; D'Agostino & Harmey, 2016; Sirinides, Gray, & May, 2018)

Recommendations

- “Children should read connected text daily both with and without constructive feedback.” (Foorman et al., 2016, p. 31)

Reading Recovery Teaching Procedures

- Familiar reading. (p. 111)
- Running records. (Clay, 2013)
- Writing messages. (p. 82)
- New book. (p. 112)

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Explicit

Clearly stated or
expressed

Leaves no room for
ambiguity





Demonstrate/model (LLDI p. 52, 157, 158)

Look for something that would help you (LLDI p. 152)

Check it (LLDI p. 135, 137)

Lost in the Jungle



Story by Michelle Duboisne
Illustrations by Sterling Lamer

Teaching getting
going

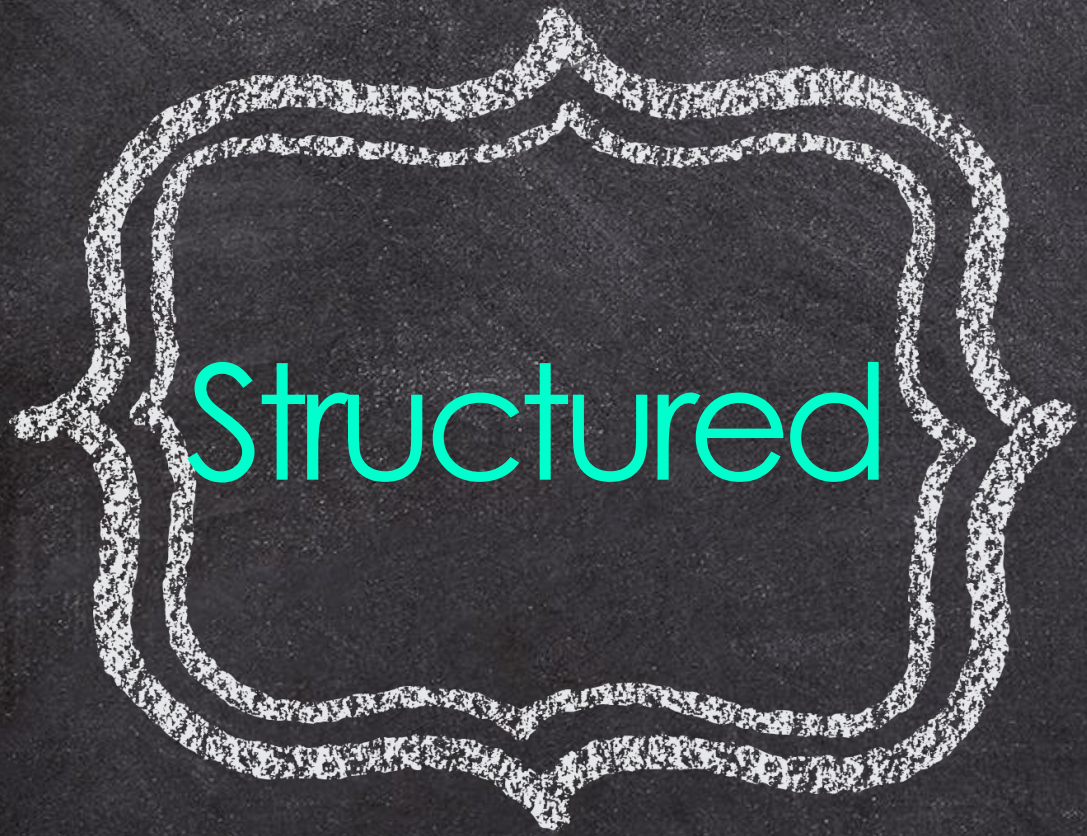
Where Are the Baby Chicks?



Written by: [illegible]
Illustrated by: [illegible]

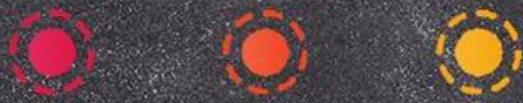
Thinking bubble

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



Put together in an
organized, deliberate
way





- Analogy (LLDI p. 104-105; 160-161)
- Break it and put it together (LLDI p. 72-74)

looked
looking

oink



Teaching after
reading



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



To follow logical order or
sequence

Having a systematic
arrangement





Some guidance from Dr. Clay

- Our sequence should be determined by what the child shows he is using.
- Look at child's level to determine what word segments to teach our students to attend.
- The sequence should be determined by psychological factors, not logical factors.

~ LLDI 2016, p. 147

The image features a light gray background with decorative curved lines in the corners. These lines are composed of multiple overlapping layers in shades of orange, beige, and light blue, creating a layered, wave-like effect. One such decorative element is located in the top right corner, and another is in the bottom left corner.

Writing



Help children
find and make

the

link

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Words
of
wisdom

A little [explicit, structured,
sequential] instruction goes
a long way!



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Words of Wisdom

Keep a note of the
[systematic] learning
and arrange for it to
recur. Link today's
analysis to tomorrow's
work.



A

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Some advice

Know why and
what

Know resources



What is Reading Recovery? >

Who We Are >

Resources >

Advocacy >

Events >

Store

Community Forum

Subscribe +

CONTACT US

150 E. Wilson Bridge Rd. Suite 200



GET THE FACTS

Early literacy learning is a complex topic! Fact check against misinformation with these resources.

- Reading Recovery. Get the Facts
- Understanding Reading Recovery: A Comprehensive Model of Instruction
- Reading Recovery Instruction in Phonics and Word Reading



help

READING RECOVERY INSTRUCTION: ADDRESSING PHONICS AND COMPREHENSION


Reading is a visual task meaning that learners attend to print. Beginning readers must acquire new behaviors and skills to read and understand print information (i.e., the words and letters on the page).

Reading Recovery teachers provide **daily, explicit instruction** in the phonics and word attack skills needed to decode words accurately when reading stories. Phonics is essential to learning to read, and Reading Recovery instruction directs the child's attention to the letters and words on the page. **Children are not taught to guess to identify unknown words.**

READING RECOVERY INSTRUCTION: ADDRESSING PHONICS AND COMPREHENSION CONT.

Reading Recovery teachers' **direct, structured, daily teaching procedures** are key to ensuring the learner's acquisition of both a robust sight vocabulary and effective word analysis skills, including phonemic awareness, the alphabetic principle, and phonics skills. **Phonics and word analysis skills are lesson priorities** for the duration of a learner's Reading Recovery intervention. By working with individual learners, the Reading Recovery teacher's decision-making ensures each child receives targeted instruction.

Most importantly, Reading Recovery **instructional procedures focus on the reader's comprehension** of the stories they read orally every day. Teachers monitor each child's understanding, vocabulary needs, and reading fluency and provide immediate, responsive instruction as needed.



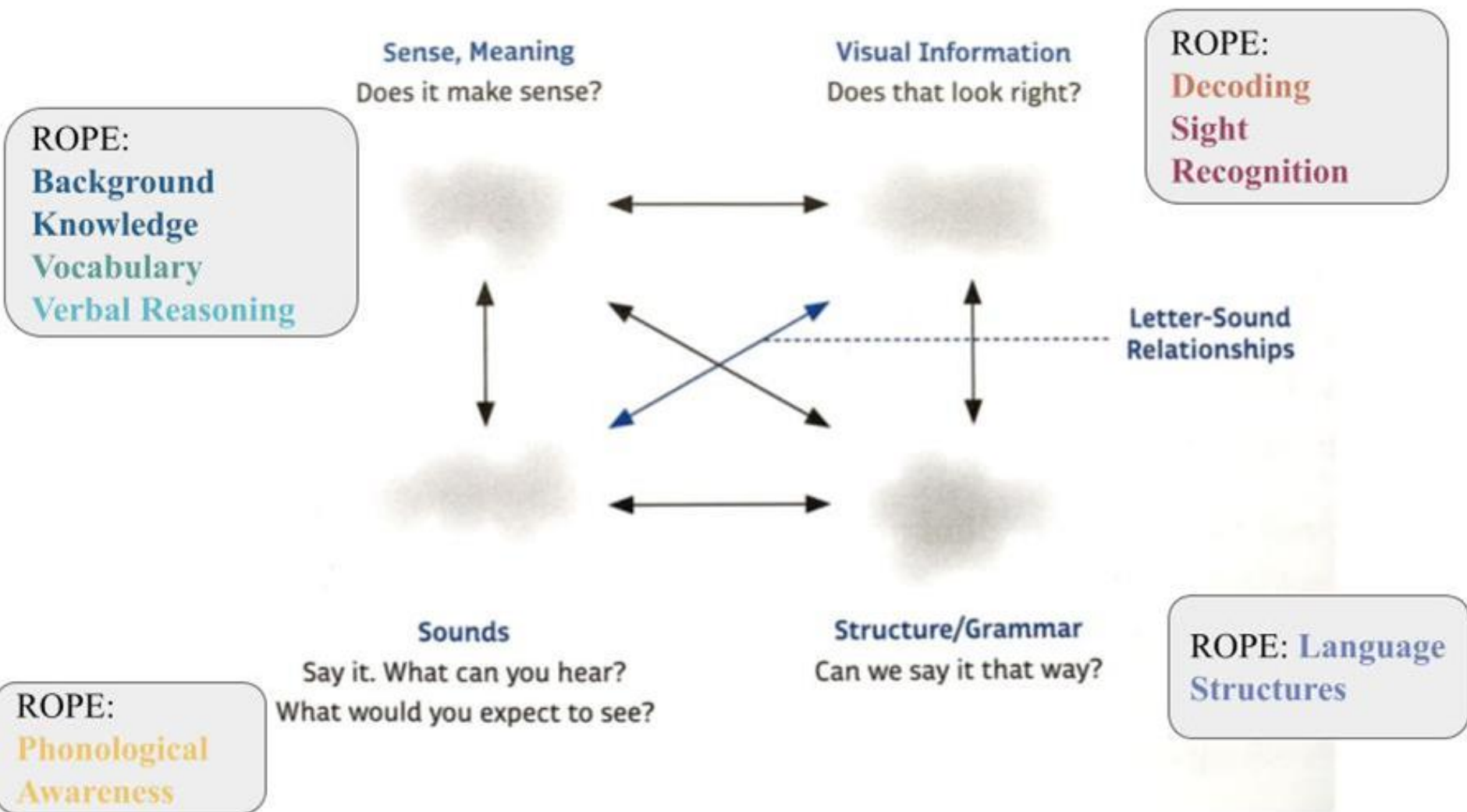
Reading Recovery Community

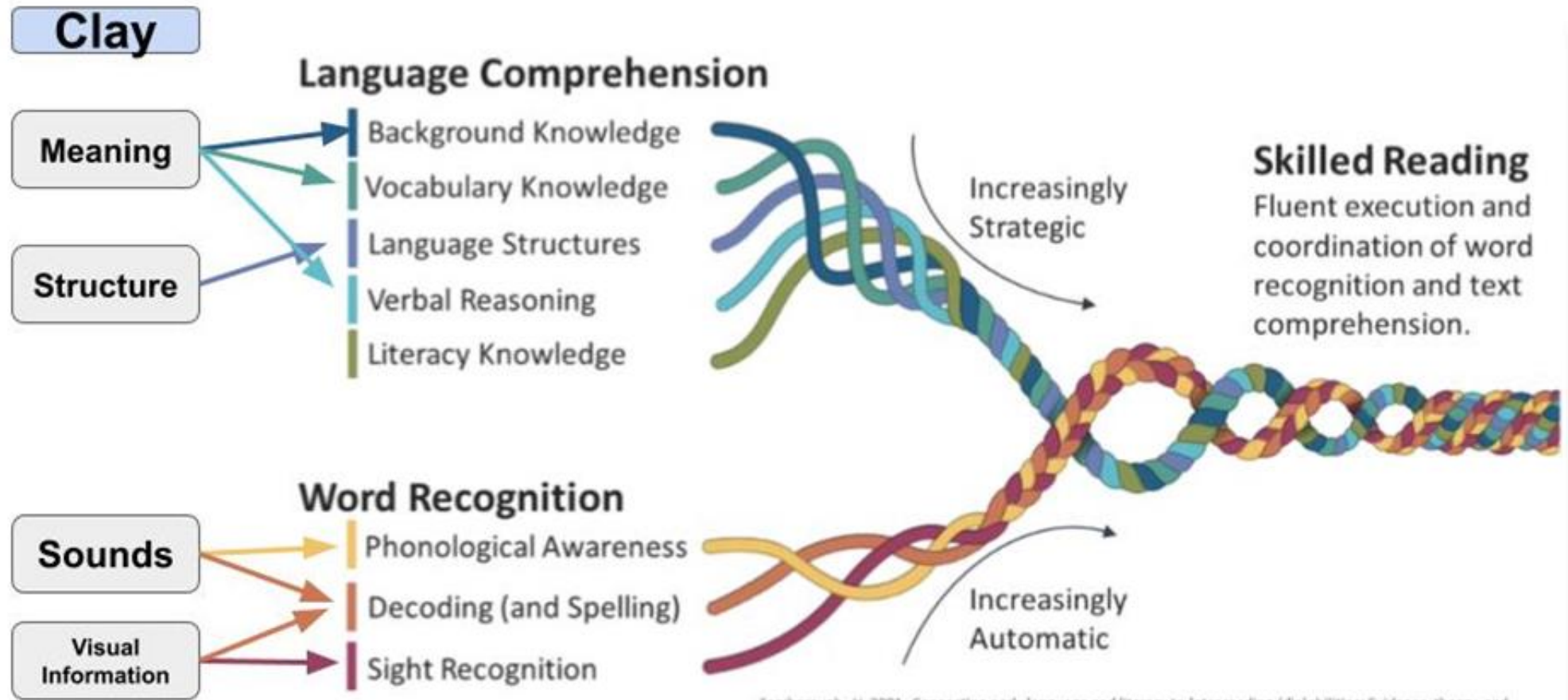
Reading Recovery Instruction in Phonics and Word Reading

Reading Recovery's® instructional procedures incorporate specific attention to building fast, efficient word analysis skills as a result of carefully planned, direct instruction that is tailored to each learner. Specific procedures involve multisensory and systematic techniques to teach phonemic awareness, phonics, and more complex word-analysis skills. The end goal for the student is acquisition of a literacy processing system that involves all print knowledge sources, including words and word structure, letter-sound relationships, letters, and features of letters while enabling the learner to access sentence structure, language structure, and story structure.

Reading Recovery teachers focus on developing the learner's phonics and word analysis skills daily in three main ways: instruction during isolated word activities, guided application during text reading, and reinforcement during the writing of personal messages or stories. Specific ways Reading Recovery teachers instruct students in phonics and decoding include the following:

- In early lessons, Reading Recovery teachers help students learn how to look at a word from left to right, noting each letter, in addition to recognizing all letters of the alphabet and linking sounds and letters quickly and accurately. The attention to all aspects of print is essential, early learning.
- Phonics skills are taught directly allowing the learner to apply new skills both on words in isolation and on unknown words during text reading. When students encounter a challenging word in daily reading, they are taught to decode the word using their phonics skills. The individual setting allows the teacher to help the student immediately and prevent the use of inefficient strategies, such as guessing.





Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Words
of
wisdom

Know why and how RR is
systematic: explicit,
structured, sequential, and
be able to explain that
information.

Show others your teaching





Thank you



Donita.shaw@okstate.edu

BIG THANKS TO THOSE WHO PROVIDED THESE RESOURCES FOR FREE!

Slides: [SlidesMania](#)

Images: [Pxhere](#) & [Freepik](#)

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Clay, M.M. (2016). *Literacy lessons designed for individuals*. The Marie Clay Literacy Trust.

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