



The 'Write' To Read!



Reading Recovery™ Training Centre—Yorkhill

*New This Year— At 350 Hilda Ave., Thornhill L4J 5K2
On the site of Yorkhill Elementary School*

Dr. Lyn Sharratt, Superintendent of Curriculum and Instructional Services, is pleased to announce the opening of a second Reading Recovery™ training location at Yorkhill Elementary School. This is to accommodate those schools situated in the southern portion of York Region. This location provides us with both seminar space and a small classroom for 'teaching behind the glass' and the observation of lessons.

In addition, Yorkhill serves as the

Ontario headquarters for the Canadian Institute of Reading Recovery™, responsible for the training of teacher leaders across the province. Janice Van Dyke, the Ontario trainer, is now working out of this location as she supports the implementation of Reading Recovery™ across Ontario.

We are all very grateful for the warm welcome extended by the Yorkhill staff and administration.

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Congratulations!



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Teachers Care. Every Student, Every Day.

Special Point of Interest: New This Year: The STAR SYSTEM ABSENCE CODE is 310. The extended Code is also 310: Only use when attending CEC North/Yorkhill for your RR Continuing Contact/Training or Data Days unless otherwise specified.

A Helpful Tip

Please remember **not** to highlight items on documents you intend to fax. Highlighting makes the information unreadable.

2007 Reading Recovery™ and Early Literacy Regional Conference—Feb. 22 & 23/07

The 2007 Reading Recovery™ Leap Into Literacy Conference is scheduled for Thursday, February 22 and 23, 2007 at the Hilton Suites Toronto/Markham Conference Centre and Spa.

We have enclosed a Conference Overview and Registration Form as part of this newsletter. Please note that only field year teachers are funded. If trained teachers, who are not in their field year, would like to attend, please pursue alternate avenues for funding and follow the usual procedure for attending a conference using Form P122-01 (Application to Attend A Convention, Conference or Workshop).

Just Waiting for You ...

...are many teacher resources and materials you may borrow.

Contact Donna McFadden to obtain the video, book or CD that will make your job easier!

How You Can Contribute to Your Newsletter:

In these issues we are counting on your input. We want to allow you to share what is really important to you...when you want to.

Ideas include:

- Writing Samples
- Anecdotes
- Literacy Activities in Your School
- Relationships with Parents or your School Literacy Team
- Breakthroughs with your students
- Photos (with parental permission)
- Feedback on
 - The Top Up Order
 - CIRR Conference
- Your own ideas

From our office, we will share information of interest to you.

Dates to Remember!

Top Up Order Forms due
Wednesday, November 8, 2007

RR Conference Feb. 22-23, 2007

Teacher Leader Forum - April 16-18, 2007
(Teacher Leaders will be out of the office)

Reading Recovery™ Information Meeting
February 7, 2007

Data Days (tentative)
June 6-13, 2007

Training Graduation
June 13, 2007



Kids Say/Write the Funniest Things

The following conversation took place during "Roaming Around the Known" -

Student: "Where did you get that tape?"

Teacher: "Grand & Toy"

Student: "I need some of that! I make mistakes too."

Submitted by Hope Bimm,
Whitchurch Highlands P.S.

Our "Kids Say/Write the Funniest Things" Corner
Is just waiting for 'clips' from your students.

- Letters of Endorsement
- Upcoming Conferences and Workshops
- Project/Committee Reports
- New Resources

Hopefully you have enjoyed reading about our experiences together.

This is a bi-annual newsletter, so we expect our next edition to be published in the spring...but it's never too early to get your thoughts down on paper/screen and send them in. Please send your articles/photographs to Donna McFadden, Reading Recovery™, CEC North or e-mail:

donna.mcfadden@yrdsb.edu.on.ca. Thank you.

Everyone has the 'Write' to Read!





Reading Recovery™

Annual Site Report 2005–2006

Reading Recovery has one clear goal: "...to dramatically reduce the number of learners who have extreme difficulty with literacy learning and the cost of these learners to education systems."
(Clay)

"Reading Recovery is a system wide intervention that involves a network of education, communication, and collegiality, designed to create a culture of learning that promotes literacy for high-risk children."
(Lyons, Pinnell, & Deford)



The purpose of this report is to provide information about the operation and results of the Reading Recovery program at the York Region District School Board site for the 2005-2006 academic year. This report is a continuation of the previous annual Reading Recovery Site Reports.

Reading Recovery provides the early intervention component essential in York Region District School Board's comprehensive literacy plan in order to ensure that all children learn to read.

By intervening early, Reading Recovery helps close the achievement gap between the lowest-achieving children and their peers in reading and writing before the gap becomes too wide to bridge.

Reading Recovery Outcomes:

- 1186 of the 5564 Grade 1 students in English-language primary schools accessed Reading Recovery with an average lesson time of 16.5 weeks.
- 875 students were reading and writing at the expected level by June;
- 112 students were part-way through lessons, and will continue lessons in the fall in Grade 2 to complete their series of lessons;
- 159 students were recommended for further longer-term assistance
- 40 students either moved, or were unable to continue (ill-health, etc.).

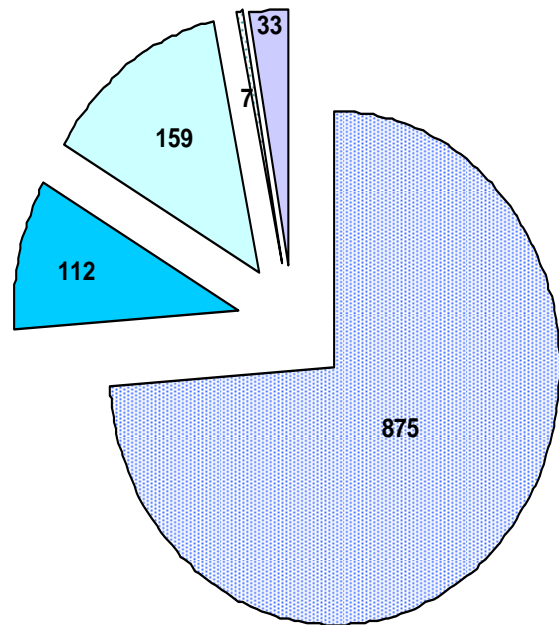


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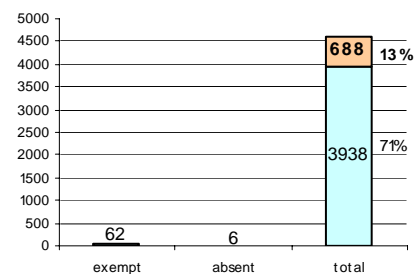
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The Contribution of Reading Recovery to Grade 1 Reading Results

York Region Gr. 1 Reading Results

84% of all Gr. 1 students were reading at standard by June 06. Of these, 688 students (or 13%) were Reading Recovery students who were originally those most at-risk of not learning to read.

Grade 1 PM Reading



As a result of implementing Reading Recovery as an early intervention, York Region has moved from 71% to 84% of Gr. 1 students reading at standard, with an additional 100 students at level 15 in May.

Positive Changes in Reading Levels of Grade 1 Students

The Literacy Collaborative

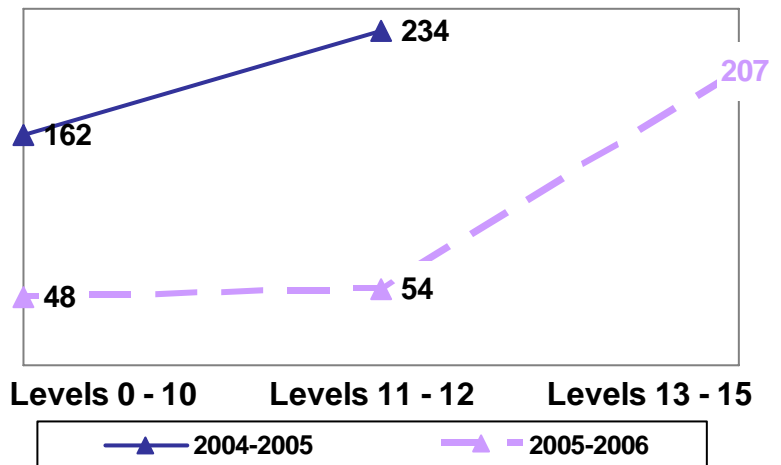
The number of Grade 1 students reading below level 12 who did not access Reading Recovery was significantly lower in the 2005–2006 year.

- the number dropped to **48** from 162 students reading between levels 0-10 in 2004 - 2005
- **And to 54** from 234 students reading between levels 11 - 12 in 2004- 2005

[NOTE: These data exclude stage 1 E.L. Learners and students new to the board in term 3]

School literacy teams meet as part of the data planning component of the Literacy Collaborative, to plan for the ongoing learning of these students. This ensures that all students are moving forward daily in their learning, and that resources are aligned to support this.

Changes in Text Levels of Students not Accessing Reading Recovery



A Comprehensive Plan — Literacy Learning for All Students

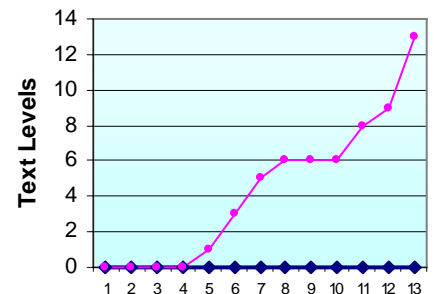
Grade 1 age students who had been previously identified and placed in Special Education classes/services, accessed lessons for a contracted number of weeks, if able to participate in 'An Observation Survey of Early Literacy Achievement' (Clay).

The Reading Recovery teachers worked together with the Special Education teachers to monitor and plan for students' ongoing literacy progress.

Many students had made a start in developing a reading and writing process, and some who were making accelerated progress, continued in lessons until reading at expected levels.

The graph shows the text level progress of the 13 students who all started lessons reading at level 0 and made a start

in their literacy learning—the * shows the level for each student after the lesson series.



If children are apparently unable to learn, we should assume we have not as yet found the right way to teach them." Marie Clay

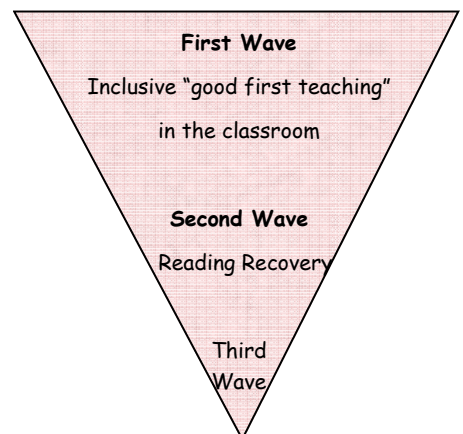
Third Wave Support

A new edition of "Literacy Lessons Designed for Individuals" (Clay, 2006) states:

"There are other groups of children who would probably also benefit from the use of Reading Recovery teaching procedures. It is because these procedures are designed for adapting the instruction to the learning needs of individual children that they can be applied to many beginning readers who are in some kind of special education."

C&IS, Special Education and Reading Recovery™ are working together to provide a continuum of support as an integral part of a Comprehensive Literacy Plan which includes early childhood, regular education, special education, and ELL practices, to accelerate all students who are in danger of not meeting their potentials in terms of literacy acquisition. To add to their expertise in current roles, training in strategic and balanced reading instruction may be very beneficial with special education and regular education staff. York Region is piloting a project for "Third Wave" support to provide specialized intensive literacy training for teachers who work with children who may need longer-term, more specialized teaching in building a self-extending system in learning to read and write.

A Comprehensive Literacy Plan—Three Waves of Support



Building Shared Beliefs & Understandings

Excerpt from a School Report

“This was a very successful year for our school, particularly for Reading Recovery and Special Education. The learning was enormous — for both teachers and students.

Three students in Special Education worked for a short time with a Reading Recovery teacher with daily individualized lessons, in order to start to develop a reading and writing process.

One student was reading at Level 16 within 12 weeks and continues to work on comprehension in class—but is able to decode texts which is of great benefit for him in the classroom.

Another student made progress and continued to move forward in the classroom, with monitoring from the Reading Recovery teacher.



A student who had been placed in a class for “Developmentally Delayed” students, had difficulty with the assessment tasks and began lessons reading at level 0 . During the time the Reading Recovery teacher worked with him, he reached level 4 and with collaborative monitoring from the Reading Recovery teacher, continued to progress, reaching level 13 by June.

As a result of his progress, his level of service was changed and he will begin a new placement in September.

The staff and his parents now see him as a reader and are thrilled with the progress he has made.”

Equity of Opportunity — Outcomes for ELL and Boys and Girls

English Language Learners:

The percentage of ELL learners who accessed Reading Recovery (excluding stage 1) and reached standard by the end of the grade 1 year was the same as that for the entire group.

75 % were reading at level 16 or higher by June of Grade 1

NOTE:

75% of all RR students read at level 16+

Gender:

750 (63%) of 1186 Gr. 1 students accessing Reading Recovery in 05-06 were boys.

436 (37%) of 1186 Gr. 1 students accessing Reading Recovery in 05-06 were girls.

76% of the boys were reading at level 16 or higher by June in Grade 1.

71% of the girls were reading at level 16 or higher by June in Grade 1.

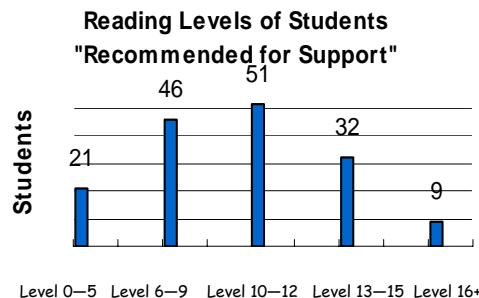
Reading Recovery teachers teach individually designed and individually delivered lessons for each child daily.

Two Positive Outcomes

A first positive outcome of implementing Reading Recovery is that children who were initially the lowest achieving will learn to read and write. Students will have developed a system of strategies that work in such a way that they will continue to learn with their peers. In addition, the child's classroom performance in reading and writing text must fall within the average band in order for the child to 'exit' the program - i.e. 'discontinue lessons when reading at level'.

80% of students whose lessons were 'discontinued' scored at level on the PM Benchmark assessments in June of Grade 1.

The second positive outcome of Reading Recovery is that those few children who are recommended for longer-term support, have had a period of diagnostic teaching, and made a start in reading.



Reading Recovery in York Region

York Region District School Board
Reading Recovery Team

Reading Recovery Liaison Administrator
Dr Lyn Sharratt
Superintendent of Curriculum and

Reading Recovery Teacher-Leader Team

Hazel Dick, Principal—Reading Recovery
Sandie Bornstein, Teacher-Leader
Linda Hirsch, Teacher-Leader
Lynne Nicol, Teacher-Leader
Fiona Weller, Teacher-Leader
Donna McFadden, Administrative Assistant

We're on the Web !
[bwww.yrdsb.edu.on.ca](http://www.yrdsb.edu.on.ca)



Implementing Reading Recovery as an Essential Component of a Comprehensive Literacy Plan for All Students

“A Collaborative Effort—One Child’s Story!”

TJ (name changed) had been assessed prior to school entry and been diagnosed as globally delayed in all areas of development. Because of his special needs, he had an educational assistant in Gr. 1.

In September, he accessed Reading Recovery, reading at level 0—and by mid-year, he was reading at level 16, fluently and with comprehension. Because of fine-motor difficulties, his writing is slow, but he constructs and writes meaningful sentences using appropriate spelling and language conventions.

The Reading Recovery teacher, educational assistant, and class teacher worked together to support TJ, helping him to make connections between what he was learning in Reading Recovery lessons, and his classroom tasks, and they feel this collaborative effort was vital to his progress.

TJ's progress was significant, and as a result, he did not need to take a placement in a Community Class (Developmentally Delayed) for his grade 2 year. Today he is in a regular Grade 2 class, working at grade level. He has access to an educational assistant but she is not assigned to him. She is happy to report that he works quite independently and requires minimal support. An ISA claim for computer equipment is being currently submitted.

Benefits of Reading Recovery to an Education System

- A research-based early intervention for Grade 1 students who are having extreme difficulty with early reading and writing. Evaluation data document that more than three-quarters of children with a complete intervention (85% + in York Region) reach grade level standards.
<http://www.readingrecovery.org/sections/research/effectiveness.asp>
- An intervention that greatly narrows or closes the achievement gap in literacy learning regardless of gender, socio-economic circumstances, race, language, and/or ethnic background.
<http://www.readingrecovery.org/sections/research/closingthelitgap.asp>
- A widely acclaimed professional development program for teachers, strengthening literacy learning school-wide. (Cox and Hopkins, 2006; Pressley and Roehrig, 2005) In 2004-2005, across North America, Reading Recovery teachers taught an average of 8.1 Reading Recovery students, and, in their other teaching assignments, 35.4 non-Reading Recovery students.
www.ndec.us

- A 20-week period of diagnostic teaching for students who make progress but do not reach the criteria for grade-level performance. After Reading Recovery lessons, the school knows much more about the students and can appropriately refer students for further evaluation and take positive actions for their future learning.
- A demonstration that low-achieving children can learn, changing perceptions and expectations, and building common beliefs and understandings.



www.ndec.us

- Increased self-esteem and self-efficacy for initially low-achieving students.

Reading Recovery teachers:

- Teach daily lessons to the lowest achieving students in Grade 1;
- Work collaboratively with colleagues in primary classrooms;
- Serve as a resource for literacy observation and assessment, and for literacy teaching strategies;
- Work as class teachers, literacy teachers, SERTS or Special Education teachers for the remainder of their day.

2007
Reading Recovery™
and Early Literacy
Regional Conference



Leap Into Literacy
Plongeons dans la littératie

Thursday, February 22, 2007

Friday, February 23, 2007

Hilton Suites
Toronto/Markham
Conference Centre and Spa
www.torontomarkham.hilton.com

CONFERENCE OVERVIEW

Reading Recovery™/ Early Literacy

National and International literacy experts will present keynote, featured and breakout sessions. The Early Literacy sessions will focus on current best practices with an emphasis on assessment for classroom instruction. French Immersion breakouts will also be offered. Reading Recovery™ sessions will focus on *Literacy Lessons Designed for Individuals* (Clay, 2005).

Administrator Strand FRIDAY, FEBRUARY 23.

Under the overall theme of a comprehensive approach to literacy learning for all children, sessions by Linda Dorn, Norma MacFarlane, and Jennifer Rowsell will focus on classroom literacy and assessment practices, family literacy, and building capacity.

Publishers' Display

Representatives from educational publishers will provide displays of current publications available for purchase or order.

SPEAKERS

Susan Burroughs	Reading Recovery Teacher Leader, Upper Canada
Kathleen Corrigan	Reading Recovery™ Teacher Leader, Simcoe
Paul Cousineau	Reading Recovery™ Teacher Leader, Toronto
Hazel Dick	Reading Recovery™ Teacher Leader, York Region
Dr. Linda Dorn	Professor/ Reading Recovery Trainer, U of Arkansas
Jennifer Gillingham	Reading Recovery™ Teacher Leader, Toronto
Penny Hemens	Reading Recovery Teacher Leader, Upper Canada
Lori Jamison	Educational Consultant
Pam Jones	Reading Recovery™ Teacher Leader, York Region
Elizabeth Kaufman	Reading Recovery™ Teacher Leader, Toronto
Maria Luisa Lebar	Teacher Librarian, Peel District School Board
Mary McGuire	Literacy Consultant
Norma MacFarlane	Literacy Consultant
Laurie Rossi	Arts Consultant, York Catholic
Dr. Jennifer Rowsell	Assistant Professor, Rutgers Graduate School
Gail Saunders Smith	Program Coordinator, Summit County, Ohio
Janice Van Dyke	Reading Recovery™ Trainer/Coordinator, CIRR
Leslie Walker	Reading Recovery™ Teacher Leader, Toronto
Nancy Watson	Reading Recovery™ Teacher Leader, Simcoe
Frieda Wishinsky	Author/Storyteller

Conference Schedule

Thursday, February 22, 2007		Friday, February 23, 2007	
7:30 am	Registration/Continental Breakfast/ Publishers' Displays	8:45 am	Conference Day 2 Opening Publishers' Displays
8:45 am	Conference Opening	9:00 am	Keynote Speaker – Dr. Gail Saunders Smith
9:00 am	Keynote Speaker - Dr. Linda Dorn	10:15 am	BREAK
10:15 am	BREAK	10:45 am	Featured Speaker / Breakout Sessions
10:45 am	Reading Recovery™ and Early Literacy Breakout Sessions	12:00 pm	LUNCH
12:00 pm	LUNCH	1:15 pm	Featured Speaker / Breakout Sessions
1:15 pm	Featured Speaker / Breakout Sessions	2:30 pm	BREAK
2:30 pm	BREAK	2:45 pm	Reading Recovery™ and Early Literacy Breakout Sessions
2:45 pm	Reading Recovery™ and Early Literacy Breakout Sessions	4:00 pm	Conference Closure
4:00 pm	Adjournment		

Administrator Strand - Friday, February 23, 2007			
9:00 am	Keynote - Dr. Gail Saunders Smith	1:00 pm	Norma MacFarlane
10:30 am	Dr. Linda Dorn	2:00 pm	Dr. Jennifer Rowsell
12:00 pm	WORKING LUNCH	3:00 pm	Adjournment

REGISTRATION DESK WILL BE OPEN WEDNESDAY, FEBRUARY 21, from 6:00-9:00 pm

REGISTRATION INFORMATION

Registrations by mail with **payment by cheque only.**

All cheques made payable to : **Canadian Institute of Reading Recovery™**

REGISTRATIONS MUST BE RECEIVED BY THURSDAY, FEBRUARY 8, 2007.

Refunds, less a service charge of \$50, will be made with a written cancellation before Thursday, February 1, 2007. Substitutions are welcome.

ACCOMMODATION

Accommodation can be arranged directly with Hilton Suites Toronto/Markham Conference Centre and Spa at 1-800-668-8800. Information about the hotel and online booking can be found at:

http://www.hilton.com/en/hi/groups/personalized/yyzaphf_cir/index.jhtml

All rooms are suites which provide two private sleeping areas and can accommodate up to four. When making reservations, indicate you are attending the Regional Reading Recovery™ Conference to receive the conference rate of \$149 per room.

REGISTRATION FORM (PLEASE PRINT)

NAME _____

BOARD or DISTRICT _____

SCHOOL _____

Mailing Address

Street _____

City/Province _____ Postal Code _____

Phone (H) _____ (W) _____ Fax _____

E-mail _____

Please check

- Reading Recovery™ Educator Classroom Teacher
 Administrator Consultant
 Other _____

___ \$250 FULL READING RECOVERY™/
EARLY LITERACY CONFERENCE
(Thurs./Fri.)
Includes 2 Continental Breakfasts and 2 Lunches

___ \$150 ONE DAY ONLY (either day)
Includes 1 Continental Breakfast and 1 Lunch

___ \$150 ADMINISTRATOR STRAND
(Friday all day – Continental Breakfast and Lunch included)

All cheques made payable to : **Canadian Institute of Reading Recovery™**

MAIL REGISTRATIONS (CHEQUE INCLUDED) TO:

Donna McFadden
Community Education Centre N
130 Carlson Dr.
Newmarket, Ontario
L3Y 5H3
PH: (905) 895-5155 / (905) 722-9211

FOR OFFICE USE ONLY
Receipt #
Date

Amount Rec'd
Issued by: