

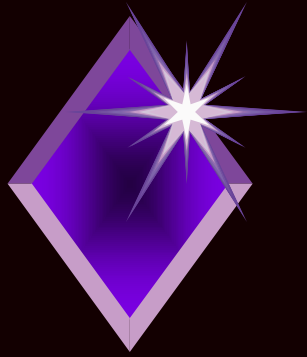
The Legacy of Reading Recovery: Yesterday, Today, and Tomorrow

📖 An Appraisal of the Impact of Reading
Recovery on American Reading Instruction

📖 “A View from the Sidelines”

📖 P. David Pearson, CIERA

📖 Michigan State University

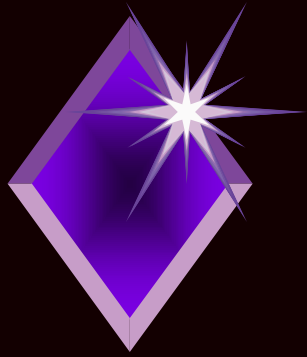


Talk available

 WWW.CIERA.ORG

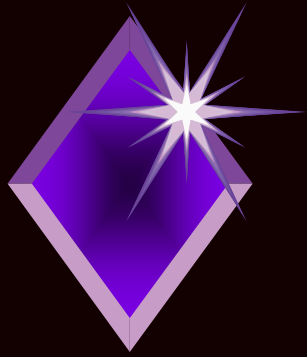
 Starting on
Wednesday

 Look for my site



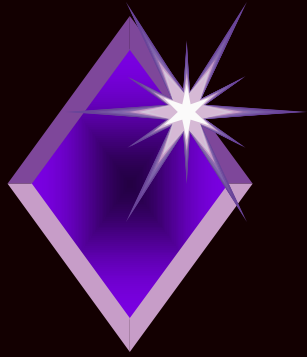
I come with a history...

- 📖 1970s/early 80s: Consumer Knowledge of RR
- 📖 1985? or so: Visited the year old site at Columbus
- 📖 One year later: Brought RR to Uof I, Urbana-Champaign
- 📖 Learned about it up close and personal



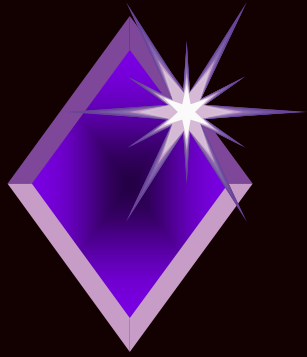
What this is not a talk about...

- 📖 Not an evaluation of whether the evaluation research scales tip for or against RR
- 📖 Although...
- 📖 My own reading of the research, even the research of its critics, is that the scales tip toward Reading Recovery



What this is not a talk about...

- 📖 Not a talk about what the most recent evaluation studies say about the efficacy of RR
- 📖 Although . . .
- 📖 I have just seen some very new, albeit tentative, data from Vermont suggesting that schools in which RR is fully implemented benefit in terms of increases in test scores

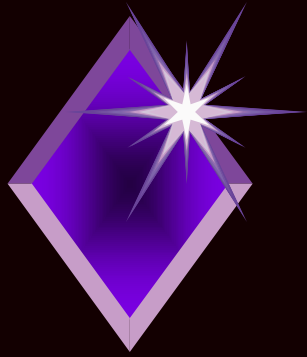


What this is not a talk about...

📖 Not an evaluation of the cost effectiveness of RR

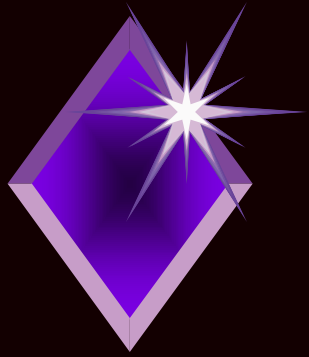
📖 Although...

📖 The most recent analyses I have seen suggests that RR fares quite well compared to alternative ways of meeting the needs of those students most at risk of failing to become independent learners.



What this is not a talk about...

- 📖 Not a testimony to the thousands of kids whose lives have literally been turned around by RR
- 📖 Although...
- 📖 I am impressed by the fact that the 600,000 students served by Reading Recovery live lives that would not have been possible without this program.



This is a talk about HOW Reading Recovery

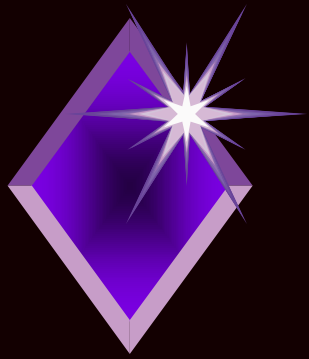
📖 As a program

📖 As an intervention

📖 As an intellectual phenomenon

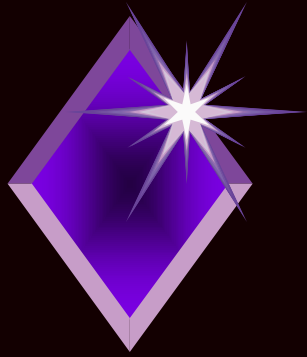
📖 Has influenced American Reading Instruction

📖 Do we do things differently, or better, because Reading Recovery has been a fact of our professional lives for 15 years?



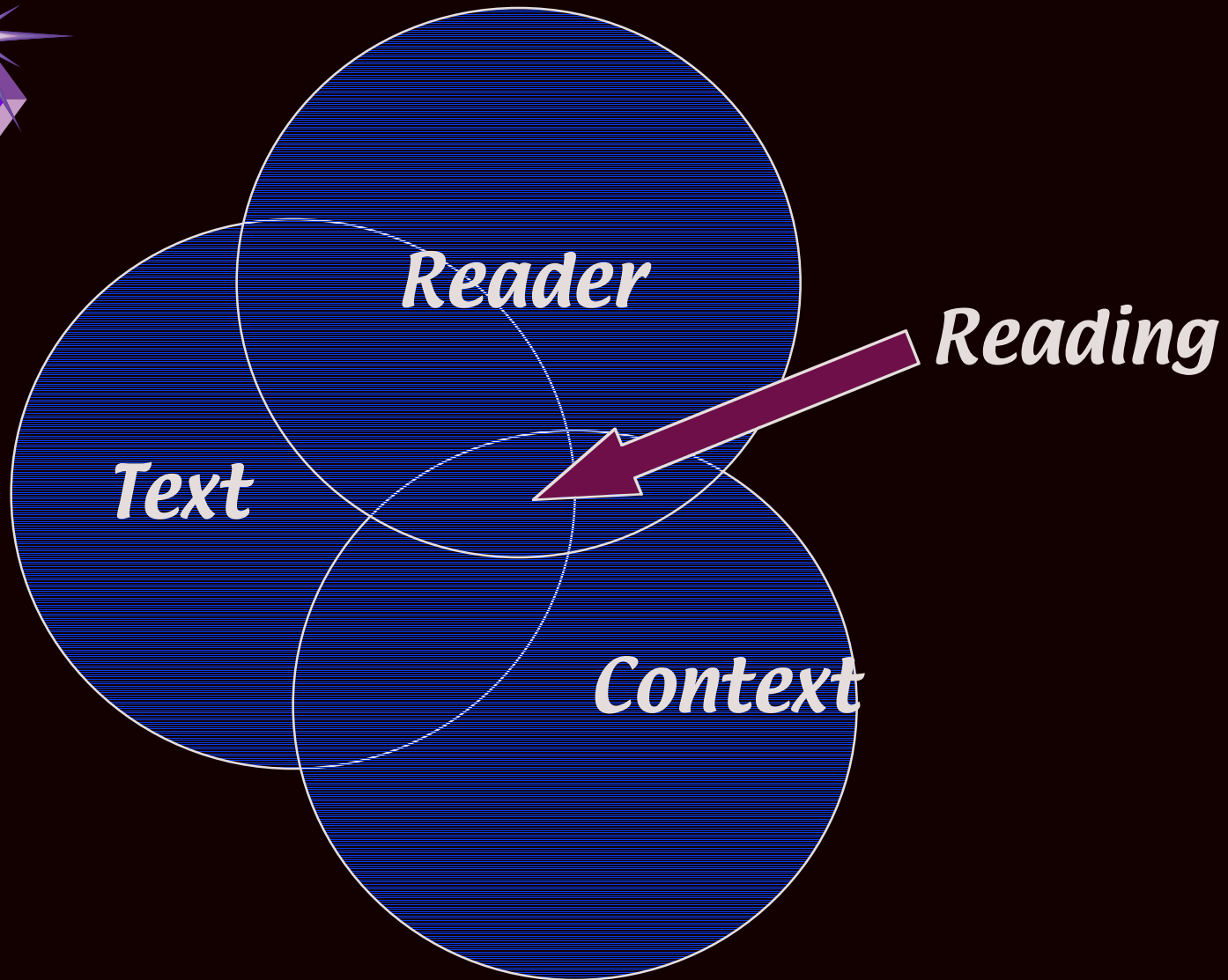
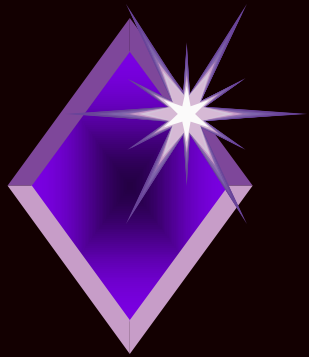
Some preliminaries--getting my assumptions, biases, and predispositions on the table

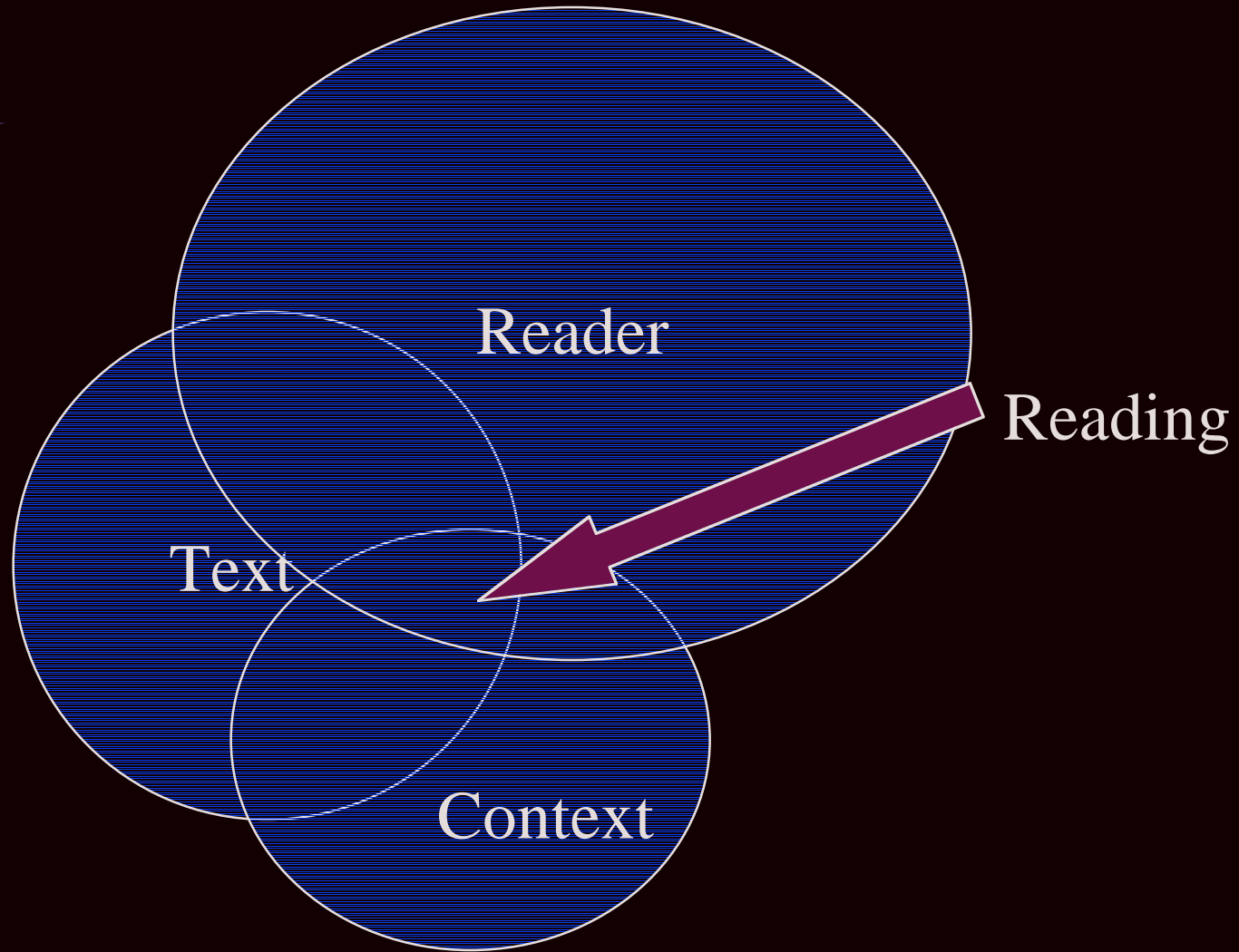
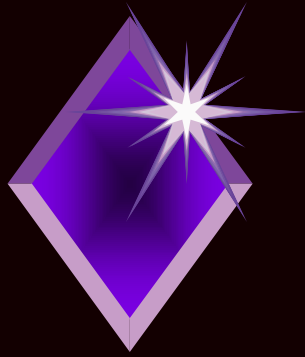
- 📖 I am a member of *the radical middle* in reading instruction policy and practice. This means that...
- 📖 I am in the middle of most contentious issues
- 📖 I am viewed with suspicion by the whole language folks and the new phonics folks
- 📖 I am radical about my stance



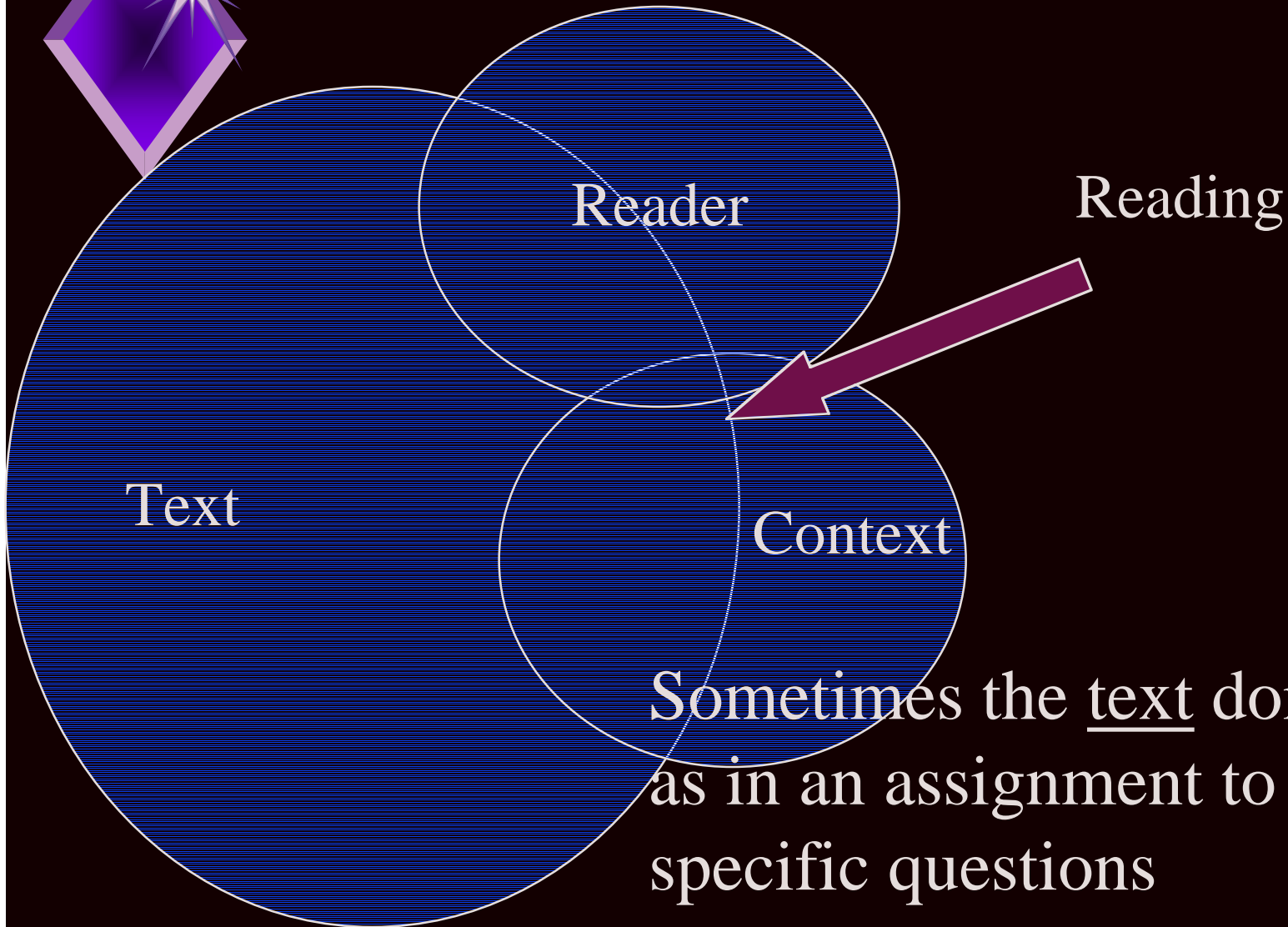
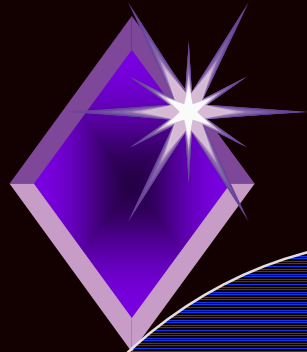
*What does it mean to be in
the radical middle? For
me...*

 An interactive view of reading

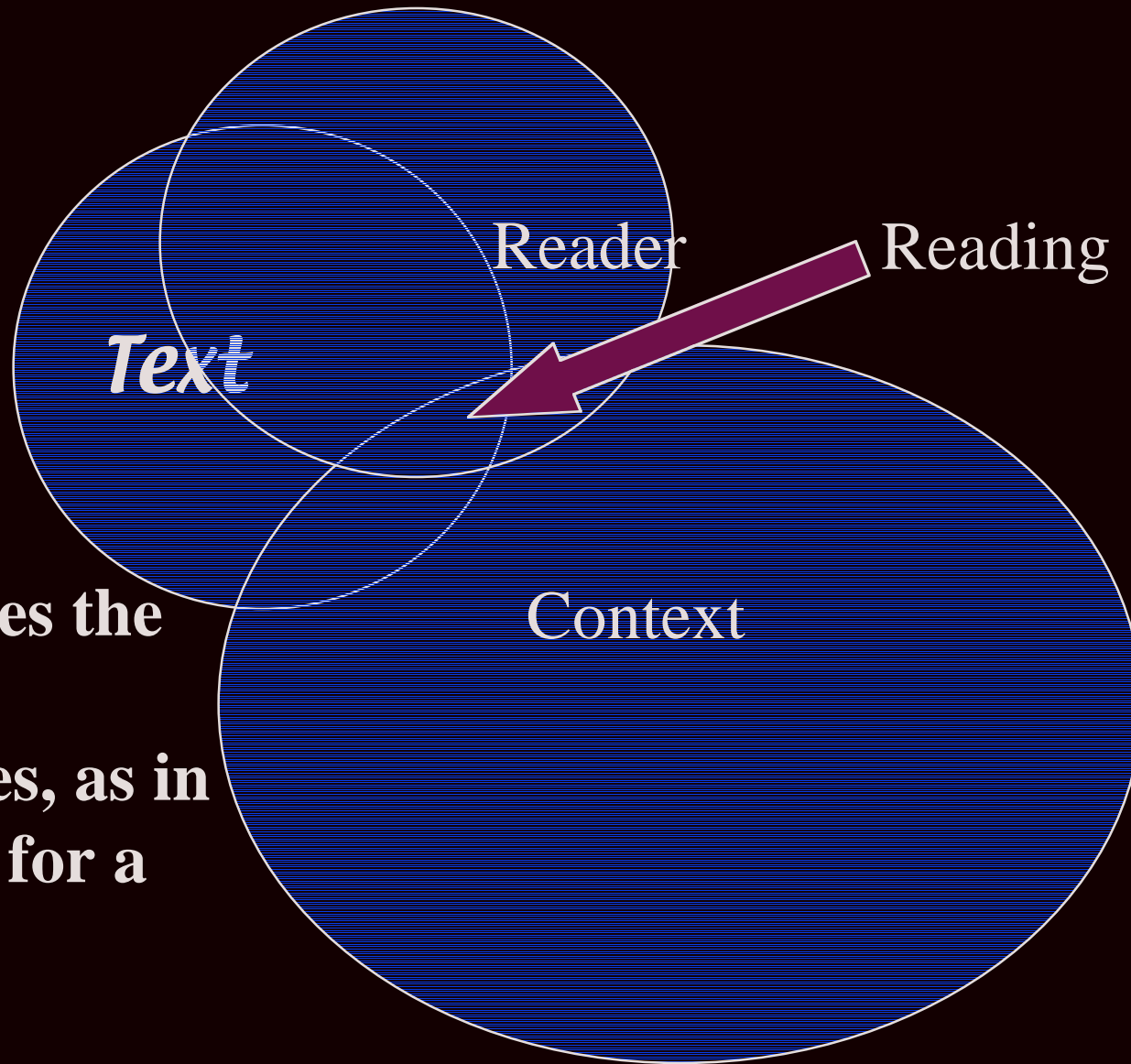
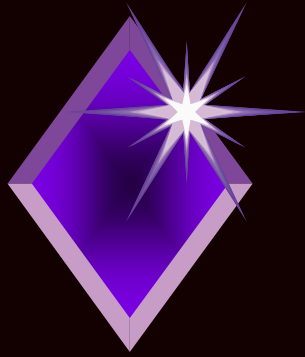




Sometimes the reader dominates:
Updating knowledge



Sometimes the text dominates,
as in an assignment to answer
specific questions



Sometimes the context dominates, as in studying for a test

What does it mean to be in the radical middle? For me...



📖 Extreme views are usually half right

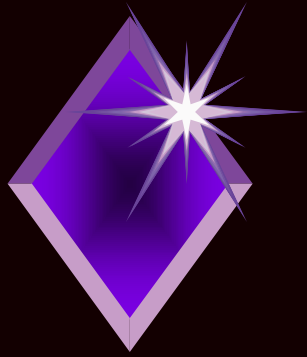
⇒ CONTEXT!!!!

📖 The whole point of reading instruction is reading

📖 Skills are essential parts of learning and instruction

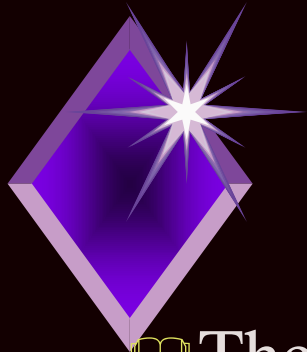
📖 Skills are nothing more than a means to an end; they are not ends unto themselves

📖 Their worth = contributions to reading growth and text understanding.



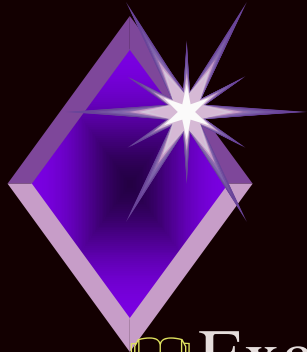
Why do I adopt this stance?

- 📖 That is where my reading of the research points me
- 📖 That is the position that so many classroom teachers adopt in trying to negotiate these contentious debates
- 📖 A modest view of evidence supports only modest claims



Caveats

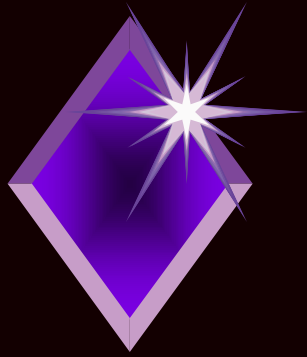
- 📖 These contributions are NOT solely the work of Reading Recovery
- 📖 They might well extend beyond the goals of Reading Recovery
- 📖 RR has been careful to say that it is NOT responsible for
 - ⇒ schoolwide reading programs
 - ⇒ improving the overall achievement of a school
- 📖 BUT, hey, it is my reading of what I see...



How would we, could we, evaluate this legacy?

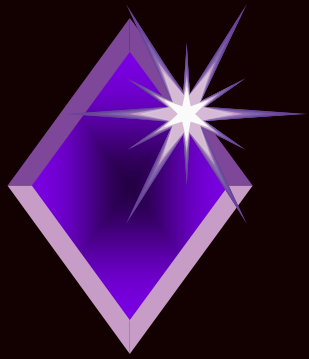
- 📖 Examine what reading instruction looked like before Reading Recovery arrived on the scene.
- 📖 Look at changes in reading instruction, especially early reading instruction, since its arrival.
- 📖 Look for plausible connections—change that could conceivably be attributed to Reading Recovery.
- 📖 Evaluate the utility of those changes.

The
Web!!!



Reading Instruction in 1984

- 📖 Basals still dominated
- 📖 We emphasized skills not skill
- 📖 Whole Language was in its ascendancy--but not yet a household word.
- 📖 Literature based reading was waiting in the wings



Dick and Jane were gone, but not the logic that gave birth to them.

1. Go! Go!

2. Go, Dick, Go!

3. Go! Go!

4. Look! Look!

1. This is Mike.

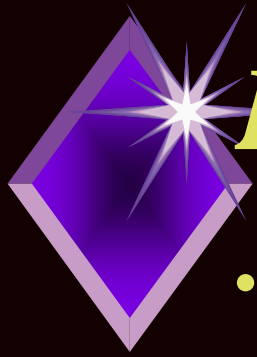
2. This is Amy.

3. This is Mike and Amy.

4. Mike and Amy work.

5. Mike and Amy play.

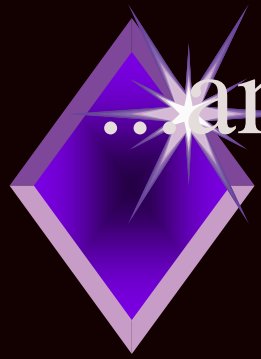
6. Mike and Amy have fun!



Phonics was taught aggressively, ...as a set of rules

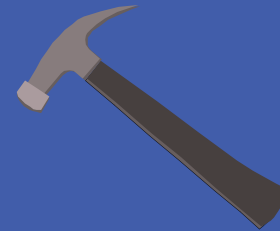
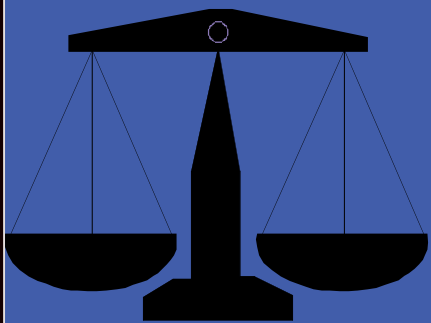
📖 “George, what happens when two vowels go walking?”

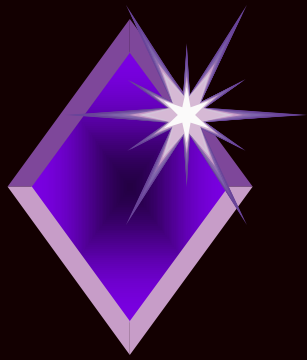
📖 “Let’s see, Penelope,... I think the first one does the talking, and the second one just sits there, like a bump on a log!”



...and worksheets

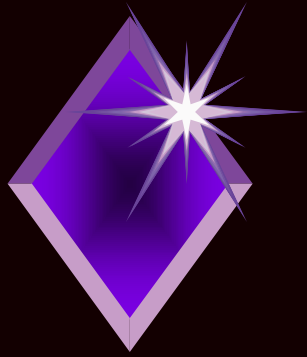
Fill in the bubble under the picture that starts with the same sound as the picture on the left





Writing was just starting to make its way into the curriculum

- 📖 The influence of Graves and Caulkins
- 📖 Prior to that time, we thought that teaching writing too early might interfere with learning to read
- 📖 We were just beginning to learn that writing helps kids learn how to make meaning, both when they write and when they read.



Spelling was a separate, stand-alone program

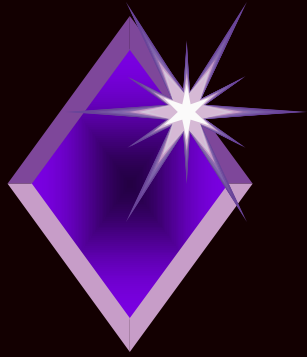
📖 The idea of invented spelling

📖 and all it could reveal about the acquisition of

⇒ Sound symbol knowledge

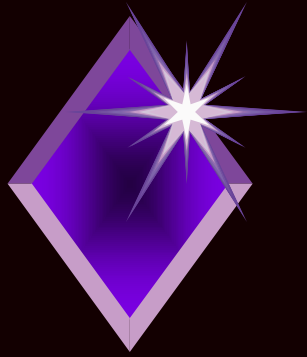
⇒ Phonemic awareness

📖 was on our research radar but not in our curricula



So, when RR hit the reading scene in 1985, what did it bring?

- 📖 What are its lasting contributions?
- 📖 Not saying that RR was solely responsible for each of these, but
- 📖 RR played a significant role...



① *A completely different model of remediation*

📖 Acceleration, not remediation

📖 Instead of fixing kids up, we were gearing them up

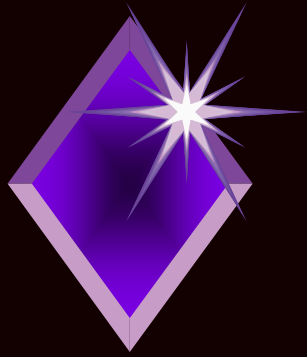
📖 What was *compensatory* was OPPORTUNITY and ASSISTANCE, not a set of materials or a special approach

📖 We were preparing them for success in everyday reading instructional settings



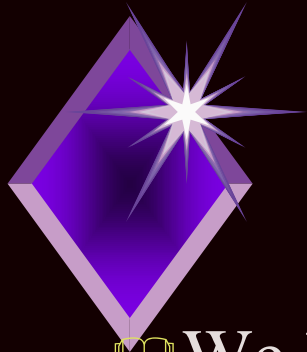
The Legacy

- 📖 In the year 2000, we have at least a dozen pretenders to the RR throne--
- 📖 tutoring or small group approaches that aspire to the same goals as RR--
- 📖 to provide opportunity and assistance to those targeted for failure so that they gain access to the secret of reading success--
- 📖 to use all the resources one can muster in monitoring and making sense of the printed word.



② *An apprenticeship model of instruction*

- 📖 While the notion of cognitive apprenticeships had been with us
- 📖 As well as the idea that what teachers do is to gradually release responsibility for reading and sense making to students
- 📖 Reading Recovery showed us how it looked in action...



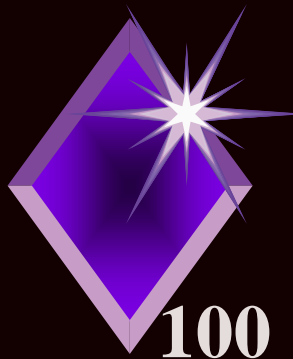
The Legacy

📖 We have learned to think of reading as an emergent process that improves with opportunity and the assistance of a mentor--a journeyman reader

📖 rather than a set of separable skills to be mastered

📖 Coaching kids during reading on how to use phonics and context to unlock words

📖 (Note: This one is has been eroded in recent years).



Gradual Release of Responsibility

100

Teacher Responsibility

But we are always prepared to slide up and down the diagonal.

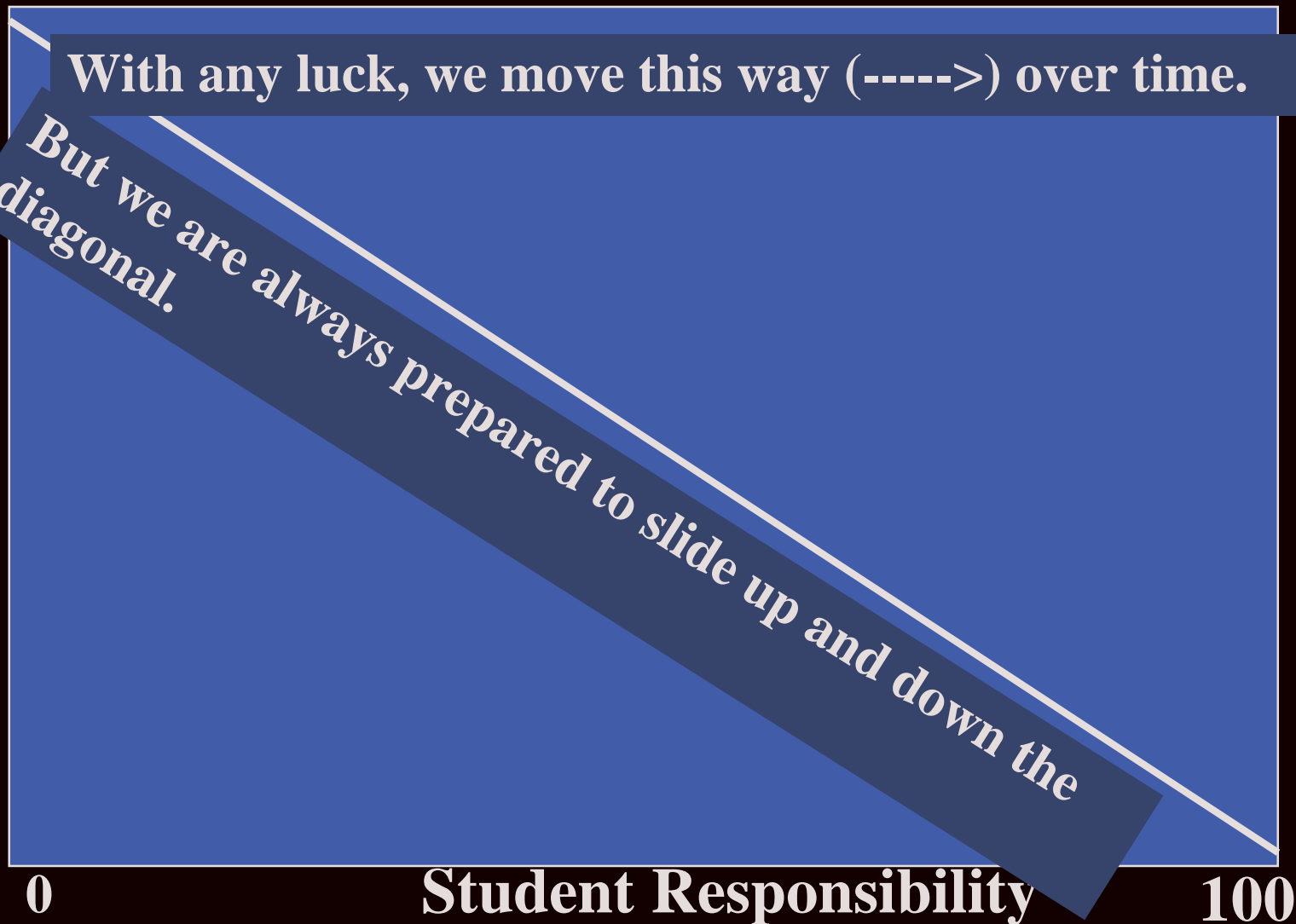
With any luck, we move this way (----->) over time.

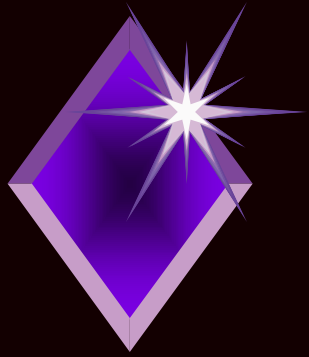
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Student Responsibility

100





③ *A new model of teacher support during text reading*

- 📖 We had the tradition of the DRTA
- 📖 We had read-alouds
- 📖 We had independent reading
- 📖 What we did not have was a model of how you sequence support
- 📖 Read-alouds-->shared reading-->guided reading-->independent reading

Gradual Release of Responsibility

Read Aloud

100

Shared Reading

Teacher Responsibility

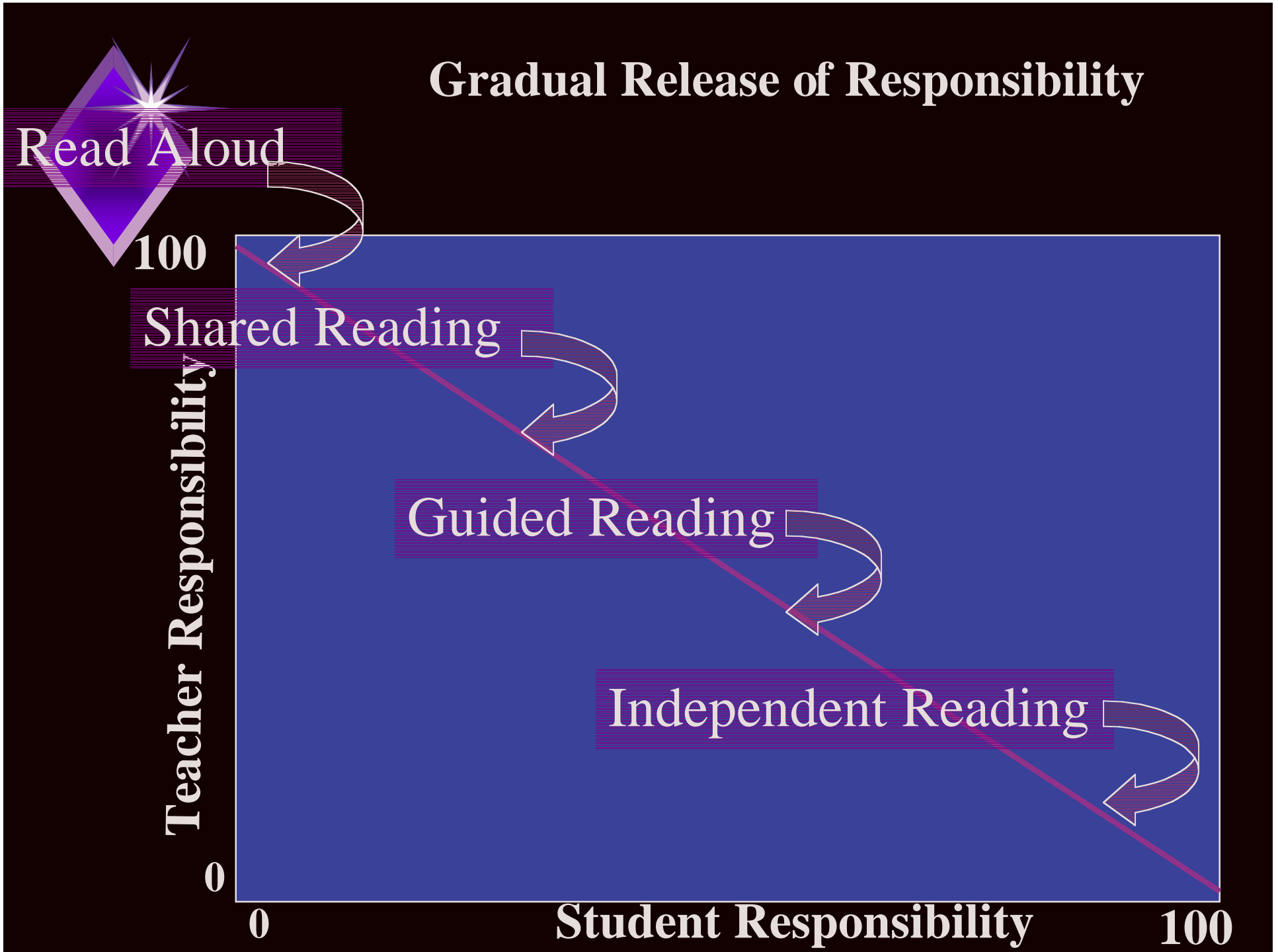
Guided Reading

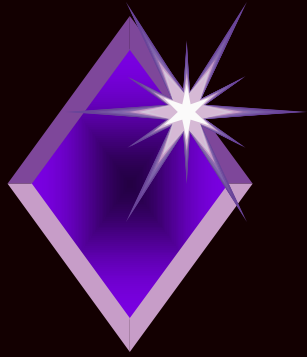
Independent Reading

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Student Responsibility

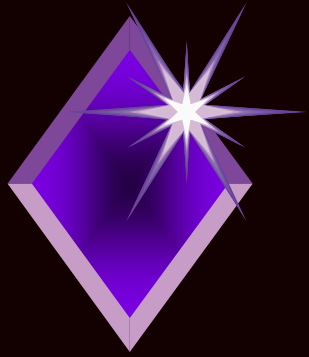
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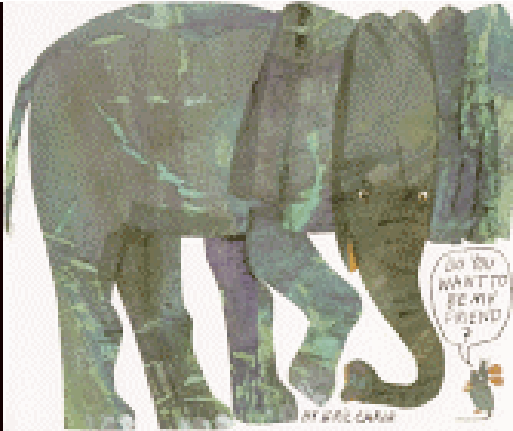
The Legacy

- 📖 While there are clearly other influences involved here (including certain leaders in the RR movement)
- 📖 I do not think that the model would be so compelling today without the crystal clear modeling of RR teachers on how to provide (and withdraw) that scaffolding.



④ *An implicit theory of text difficulty*

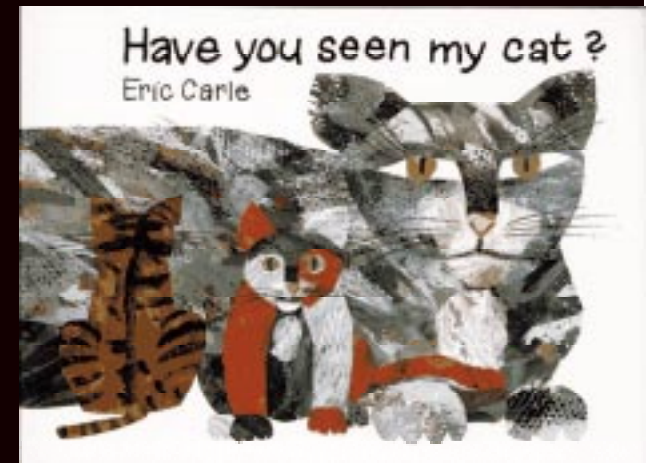
- 📖 Prior to Reading Recovery, we had readability formulas to predict difficulty
- 📖 When basals gave way to literature-based reading, readability died, and we lived without any theory of text difficulty for a few years.
- 📖 Reading Recovery helped us rebuild a theory of what made books for young readers more or less accessible.

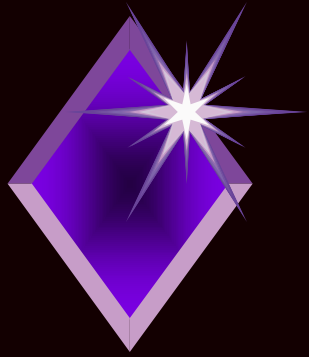


The legacy

📖 While it is not fully complete, we now have a sense that all of these factors contribute to readability:

- ⇒ Familiarity of the topic
- ⇒ Predictability of the language
- ⇒ Interestingness
- ⇒ Decodability of the words

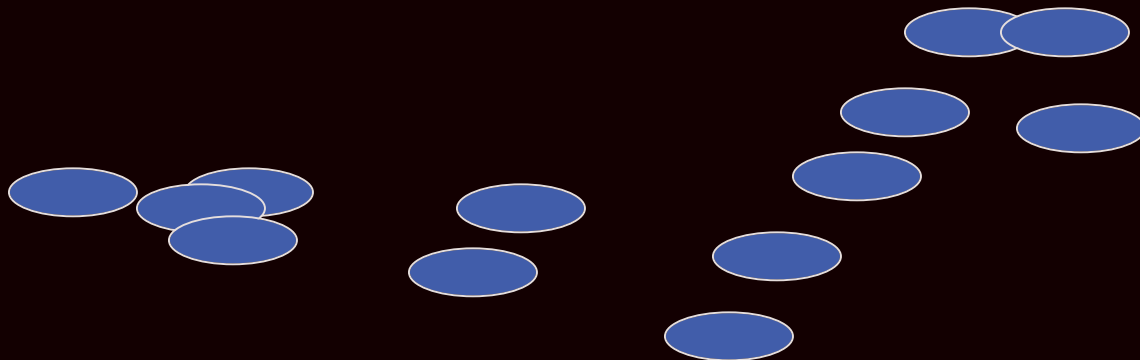


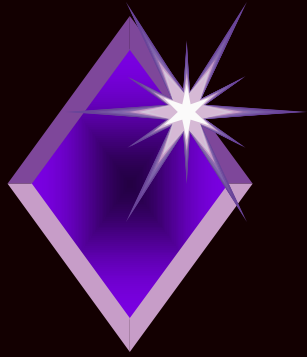


⑤ *A fundamental shift in early literacy assessment*

📖 My own research--1990

- ⇒ Lots of Skills, especially phonics
- ⇒ Multiple Choice: the dominant response format
- ⇒ The bubble machine!





The Legacy in 2000

📖 The dominant tools

- ⇒ Reading text
- ⇒ Running Records--accuracy and fluency

📖 Performance tasks

- ⇒ (ala Concepts of Print)

📖 Authenticity prevails

LOTS of Clones
out there on the
tundra!!!



The perils of performance assessment

- It is so hot in some places that people there have to live in other places.
- Mushrooms always grow in damp places which is why they look like umbrellas.
- Thunder is a rich source of loudness.



The perils of performance assessment

- Some people can tell what time it is by looking at the sun, but I never have been able to make out the numbers.
- The four seasons are salt, pepper, mustard, and vinegar.
- In some rocks you can find the fossil footprints of fishes.



The perils of performance assessment

- One of the main causes of dust is DIRT.
- For asphyxiation, apply artificial respiration until the victim is dead.
- Blood circulates through the body by flowing down one leg and up the other.
- A monsoon is a French gentleman.



The perils of performance assessment

📖 "Water is composed of two gins,
Oxygin and Hydrogin. Oxygin is pure
gin. Hydrogin is gin and water."

📖 "Nitrogen is not found in Ireland
because it is not found in a free state"



The perils of performance assessment

📖 "The tides are a fight between the Earth and moon. All water tends towards the moon, because there is no water in the moon, and nature abhors a vacuum. I forget where the sun joins in this fight."

📖 "Germinate: To become a naturalized German."

📖 "Momentum: What you give a person when they are going away."




The perils of performance assessment

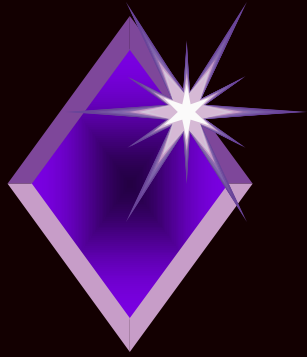
- **To keep milk from turning sour, keep it in the cow.**
- **Genetics explains why you look like your father, and if you don't, why you should.**
- **"Vacumm: A large, empty space where the pope lives."**



The perils of performance assessment

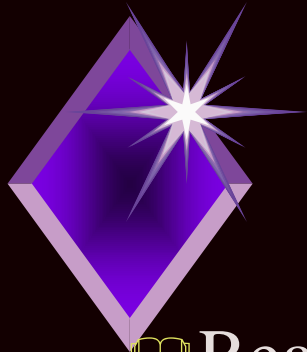
- You can listen to thunder and tell how close you came to getting hit. If you don't hear it, you got hit, so never mind.

 "When you breath, you inspire. When you do not breath, you expire."



⑥ *Rediscovery of the importance of fluency*

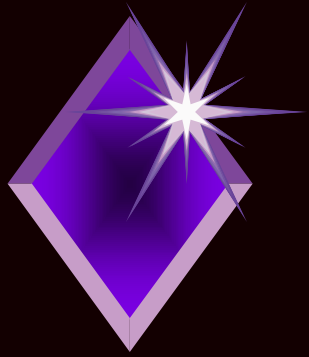
- 📖 There was a time, 30 years ago, when reading fluently, so that reading sounded like speech, was an important curricular goal.
- 📖 In the skills management movement of the 1970s, it had no place (could not measure it on a paper and pencil test).
- 📖 Did not fit the zeitgeist of Whole Language either



The Legacy

📖 Reading Recovery, by showing us the importance of lots of opportunity to read and reread texts that are well under control, has reminded us that daily reading of easy material is one key to fluency.

📖 The research is clear on this point, daily easy reading, coupled with guided reading of more challenging text, is the right recipe for progress in early reading. Why?...



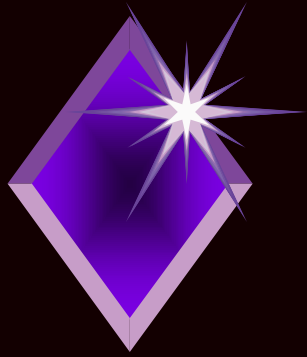
The Legacy of Easy Reading, continued

Daily easy reading

- ⇒ consolidation of skills and processes and new vocabulary
- ⇒ Confidence
- ⇒ Fluency

Daily guided reading of challenging books

- ⇒ Allows us to stretch our skills to the max
- ⇒ Brings us new ideas to use in tomorrow's easy reading



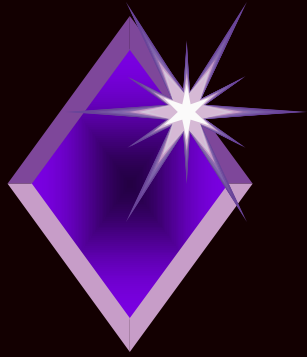
⑦ *Helped us understand why and how spelling aids reading*

📖 Spelling is worth teaching in its own right

📖 BUT...

📖 Spelling is the place where phonemic awareness gets practiced authentically

📖 Spelling reinforces the letter-sound correspondences in reading through sound-letter practice



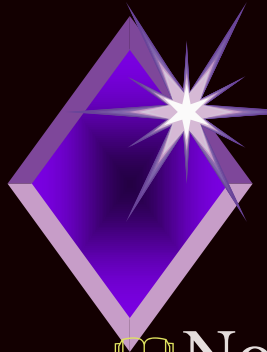
The Legacy in 2000

📖 Interesting that we have convergence from so many camps on this one

- ⇒ Reading Recovery
- ⇒ Whole Language
- ⇒ New Phonics

📖 Sound-based spelling is not inconsistent with the goals of conventional spelling

📖 Stopping points along the path to conventionality



⑧ *The central role of monitoring for sense*

📖 Not a new idea

📖 Part and parcel of any and all contextual views of reading

📖 BUT...

📖 Reading Recovery showed us how to operationalize monitoring for making sense

📖 Through teacher modeling and

📖 Scaffolding kids through some tough sledding



The Legacy in 2000

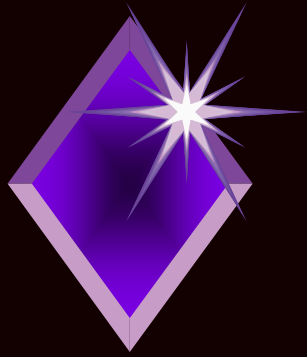
📖 Monitoring is

📖 The hallmark of the expert reader: Better to ready to fix up one's understanding than to exhibit errorless oral reading

📖 The place where reader, text, and task connect: Cross the New to Known bridge

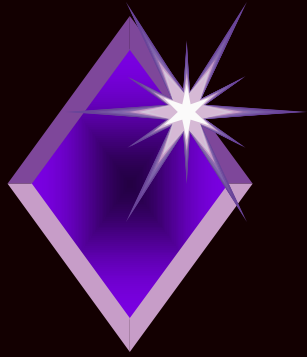
📖 The point where cueing systems--phonics, sight words, and context--work in synergy

📖 Comprehension in action



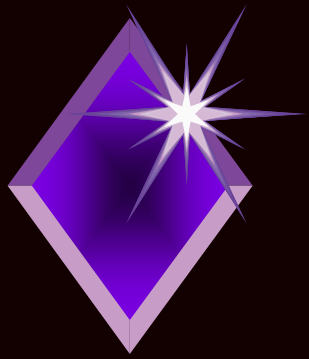
⑨ *Individual accountability*

- 📖 In the 80s and early 90s, when classroom teaching became so focused on whole group instruction (don't ask why!!!)
- 📖 Many kids could ONLY “get” the story by listening to a read aloud
- 📖 They got pulled along at their frustration level



The legacy in 2000

- 📖 The cost of a rich diet of literature that is read aloud cannot be that kids are not expected to read it on their own.
- 📖 The truth is that instruction **MUST** be offered at instructional level where a student can use the scaffolding of a sensitive teacher to reach just beyond her grasp.



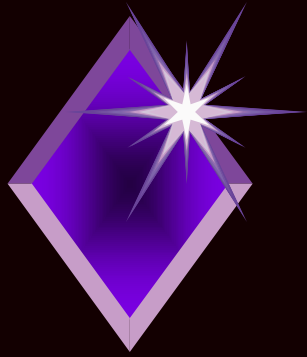
⑩ *Reading Recovery has served as a mirror for reflection*

📖 Illuminated the weaknesses in the skills management mentality of the 70s and 80s

- ⇒ Too many parts, not enough whole
- ⇒ Lack of authenticity of text and task

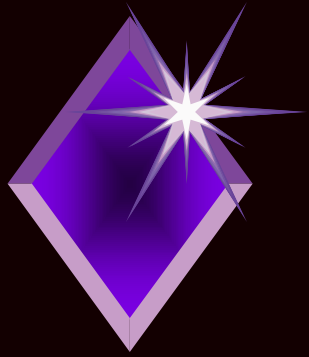
📖 Pointed to the soft spots in whole language--

- ⇒ lack of attention to systematicity
- ⇒ excessive reliance on immersion



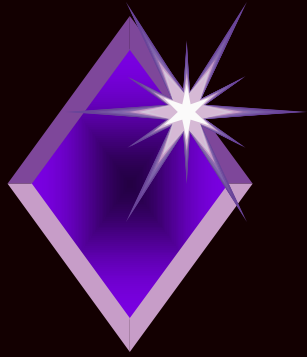
The legacy in 2000

- 📖 Must help the rest of us arrest the rush to phonics as the savior of reading instruction
- 📖 Remind us all that learning to read is a complex process requiring orchestration of many sources of knowledge and skill
- 📖 Help us respect the role of context in monitoring and word identification



My Reading Recovery Wish List


- 📖 I know that Reading Recovery cannot be expected to solve ALL the ills of American reading instruction, but...
- 📖 That is not going to stop me from telling you what I wish RR would consider...



The Comprehension Dilemma

The facts

- ⇒ Reading Recovery accepts the goal of returning kids to classrooms where they can benefit from ordinary instruction
- ⇒ Reading Recovery is great at promoting monitoring

 BUT...in order to benefit from ordinary instruction, kids must be able to participate in interrogations of text--discussions



The Comprehension Dilemma

- 📖 How and where can we help kids acquire the “discourses of classroom conversation” so that they CAN benefit from participation in ordinary classrooms
- 📖 Why I wish there were a more systematic attempt to incorporate ordinary comprehension activity--of the ilk we see played out daily in story discussions
- 📖 Also like to see comprehension incorporated into level placement decisions



A full tool kit for word reading

📖 I like the balanced emphasis that I see on word reading--appeal to context, sounding it out, looking for patterns, but...

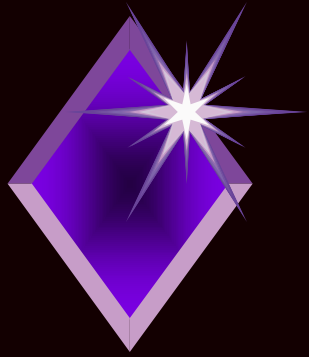
📖 I would love to see what RR could do if this element were augmented with, say, the model of someone like Linnea Ehri

↗ Letter-sound decoding

↗ Decoding by analogy

↗ Sight word reading

↗ Context



Let me close by offering an invitation to you all

- 📖 I invite you all to join my new political party
- 📖 The Radical Middle
- 📖 You may already be there,
- 📖 But now you can have a name!

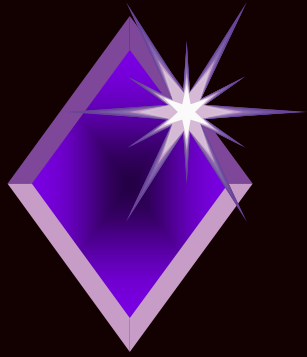


Our fundamental position

📖 The political divide has been counterproductive by sustaining a pretense that *authenticity* and *explicit instruction* are oppositional ideas.

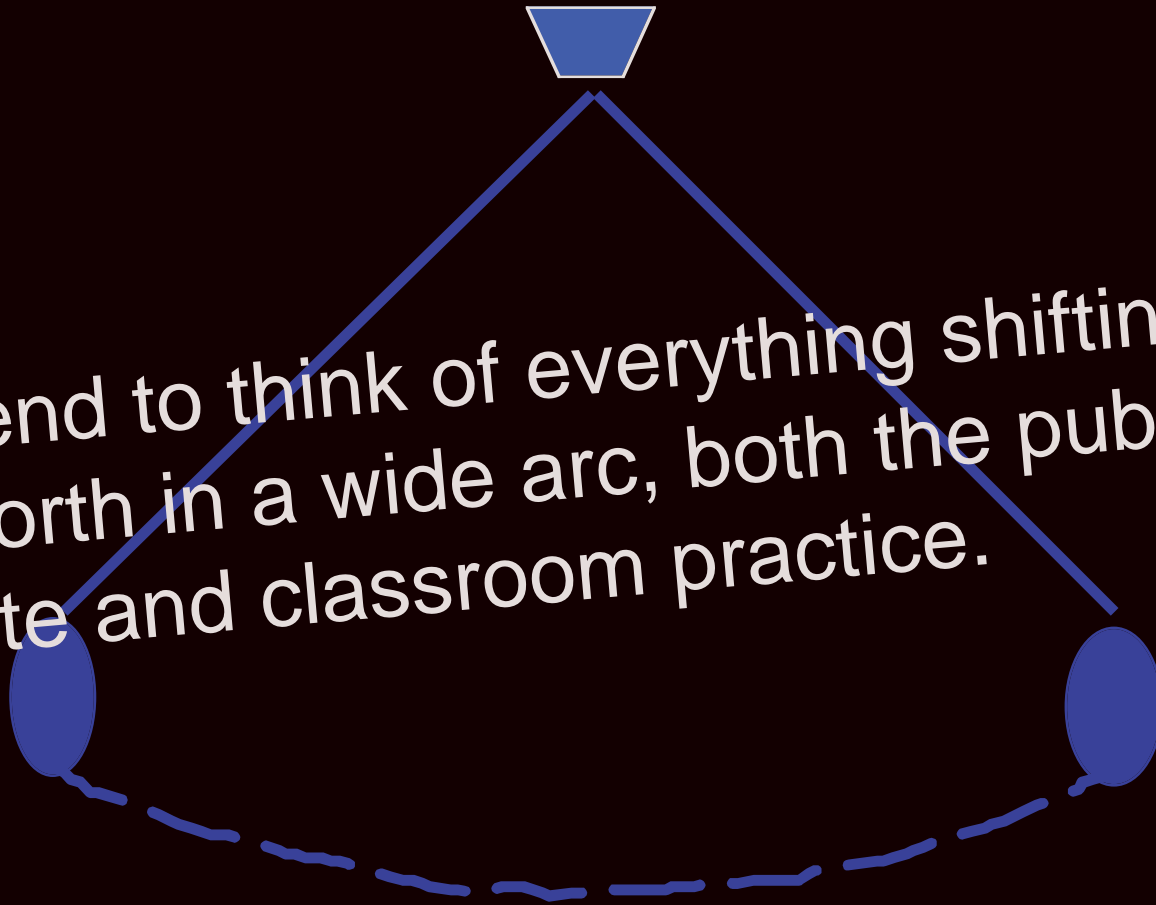
📖 We must wed these two powerful ideas--*authentic activity* and *ambitious instruction* in a curriculum that provides:

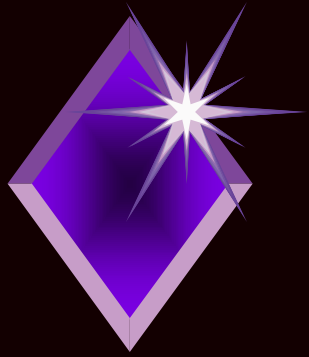
- ⇒ skills that give kids independence,
- ⇒ books that challenge their thinking, and
- ⇒ writing opportunities that promote their communicative competence



The truth about pendulum swings

We tend to think of everything shifting back and forth in a wide arc, both the public policy debate and classroom practice.

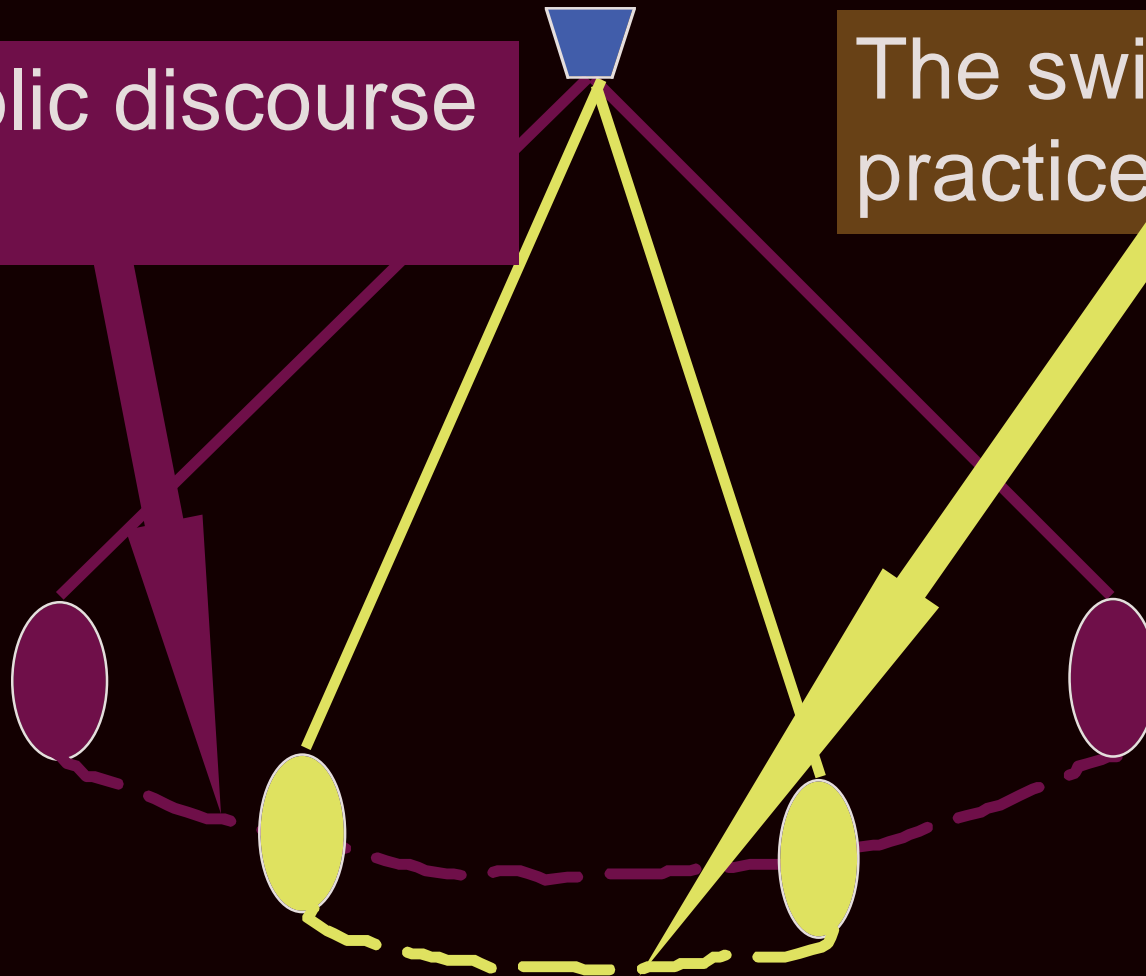




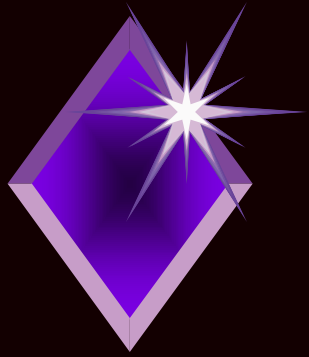
The truth about pendulum swings: there are two

The public discourse swing

The swing of practice




After Allington, 1998




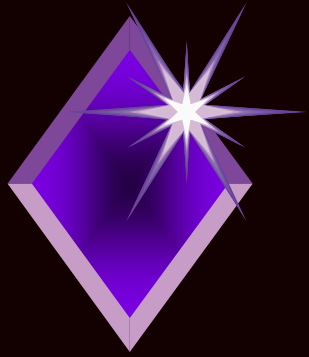
You can stand where you like, but as for me . . .

- 📖 I choose to stand in the radical middle
- 📖 on the common ground that brings us together
- 📖 to build the sorts of curriculum and opportunity
- 📖 that will support the development of the kinds of readers we will need in the 21st century.
- 📖 Readers who can think for themselves

Our mottos for the radical middle

 Read me a book today, and I learn a little more, I feel new emotions, and think a bit more deeply. Teach me to read today, and you give me a lifetime of tomorrows in which I can read, and learn, and feel, and think for myself.

 Better to be helpful than politically correct.
Better to be involved than theoretically pure.
Better to be searching for common ground than for ideological distinction.
Better to be in the middle of a road headed somewhere than stuck in a ditch on either side.



Talk available



WWW.CIERA.ORG



Starting on
Wednesday



Look for me