

## SAMPLE Predictions of Progress

### Student 1

At the end of the lesson series \_\_\_\_\_ will need to know how to read fluently using MS and V consistently. He will need to learn how to focus on meaning and structure and to expand his visual cues beyond the initial letter. He will need to know how to write independently using sound/letter analysis. He will need to use MSV strategies to help him read fluently.

He will need to learn when to use 1:1 correspondence and incorporate visual cues when processing text. He will need to learn the meaning of a comma and quotation marks in order to phrase correctly while reading in order to build fluency and intonation. He will also need to be made aware of the use of inflection for phrasing when reading orally.

In writing, \_\_\_\_\_ needs to learn the mechanics of the written language, and correct left to right progression when writing sentences. He will need to pay attention to the correct use of capital letters and punctuation. Even though \_\_\_\_\_ is very visual, he will have to learn to focus on the entire word as a whole and not just individual letters.

I will need to pay special attention when instructing him. My cues need to be consistent and precisely worded. I need to plan many activities and use a variety of mediums. I need to model each new technique and give him lots of opportunities for success. My praise needs to be specific and focused on desired outcomes and behaviors.

### Student 2

At the end of the lesson series, \_\_\_\_\_ will need to know how to consistently use MSV to gain and process information. He will need to be able to hear and record sounds correctly, and use these skills to aid in his literacy processing. He will need to know how to write independently using sound/letter analysis.

In the next few weeks he will need to know how to correctly identify the letters and their corresponding sounds. He will need to know the difference between letters and words. He will need to learn 1:1 correspondence and incorporate visual cues when processing text. He will also need to know how to correctly form these letters in order to reproduce written text.

He will need extra work in the areas of letter identification and sound association. Extra work on phonemic awareness and phonics will be vital to his success. He will also need to be made aware of the use of inflection and phrasing when reading orally.

I will need to pay special attention when instructing him. He has low self-esteem, so my praise needs to be specific and my prompts simple and precise. I need to model each new technique and give him lots of opportunities for success.

Items				Strategies	
Reading		Writing		Print Concepts	Text Strategies
Letters Known	Words Known	Words Known	Sounds Known	Known:	Uses:
Unknown				Unknown:	Neglects:

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Items				Strategies	
Reading		Writing		Print Concepts	Text Strategies
Letters Known	Words Known	Words Known	Sounds Known	Known:	Uses:
Aaa, B, Cc, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Q, Rr, Ss, T, U, Ww, Xx, Yy, Zz	can is on	Sierra Smith Tony Courtney can is dad red a	b, t, c, d, s, a, ch, p	Bottom, Left before Right Identified the letters	Meaning Structure Pictures Left page before Right
Unknown				Unknown:	Neglects:
B, Dd, g, q, t, u, Vv				Front Print contains message First-Last 1:1 Where to Begin Which Way to Go Return Sweep Question Mark Period Comma Question Mark Period Comma Quotation Marks Capital-Lowcase	Visual 1:1 Text Return Sweep Self-checking Self-monitoring

# SAMPLE

## DAILY JOURNAL Roaming Notes

### DAY 1

We read level 1 books – Playing, Me, Mom Dresses Up, My Family. She recognized the words “I” and “a”. I let her read these words each time we came to them. I modeled 1:1 as we read.

I modeled beginning sounds and how to get my mouth ready. She then began doing that on the book Me. I praised for that. She CC-SM-RR-SC Ex. sleeping (CC-V/M) I gave specific praise for that.  
yawning

She looked over and saw the word “me” on a book and correctly identified it. We then read this book. She took over and used 1:1 correctly and CC-V/M. I praised her for these behaviors.

We wrote “me “ in sand, with glitter glue, magnetic letters, and with markers.

We began writing a “ME” book – Her page structure (mimicking the structure from the Me book we had just read) was “I am a . . . and she used a picture sticker of a girl. She knew a period went at the end of a sentence, so she used a marker and added a period after the sticker. I praised her for remembering a period, for good spacing between words, and for correct letter formation.

She chose level 1 books to take home. Me, Mom Dresses Up, and Playing

\*\*She is not a risk taker, so I need to give her many opportunities for success, and praise her for specific wanted behaviors, often. I also need to be sure to model, model, model!

### DAY 4

We read familiars – Look at Pickles – 1:1 – 100% - I praised for visual distinction between “in” and “on”. Breakfast for Pickles (level 3) – she used visual clues h-hungry, attempted “time” and “for” but finally appealed these words. I praised her for using V clues. She struggled on “said”, and so I read the rest of the book and had her read the words I knew were knowns. I did not want her to get frustrated and lose her confidence, since she is beginning to take chances.

Jasper the Fat Cat – Great use of initial visual: h-here, l-likes, w-wake – CC-M/V – l-look, 1:1 – SM-RR-SC – a-t-at. I praised for blending and visual distinction between “likes” and “look”.

We wrote “fat” and “cat” (these were words she phonetically deciphered on her own) with wikki stix, paint pens, and then drew a picture of Jasper.

I began reading I Dress Up Like Mama, and she took over using CC – V/M to gain information. I praised her for this.

She chose level 2 and 3 books to take home: Runaway Monkey, Jasper the Fat Cat, I Dress Up Like Mama

\*\*I need to choose books that have words she can phonetically blend and identify. I also need to include writing opportunities that will allow her to successfully use known sounds to write new words. DO NOT TEACH!!!!

# SAMPLE



## Manchester Elementary School

1908 North Hwy 421, Manchester, KY 40962  
(606) – 598-3444

Principal: James M. Samples



Dear Parents,

Congratulations! Your child, \_\_\_\_\_, has been selected to participate in the Reading Recovery Program at Manchester Elementary. Reading Recovery is a short-term, intervention program for first grade students. Along with regular classroom instruction, your child will also receive individual (one-on-one) reading and writing lessons for thirty (30) minutes each school day.

I need you to read, sign, and return the bottom portion of this letter to me as soon as possible. I invite you to call the school to talk with me or the principal if you have any questions or concerns about the Reading Recovery Program.

As a Reading Recovery Parent, you are welcome to visit my classroom any day and observe your child during a Reading Recovery lesson. You may reach me by phone: 598-3444, or e-mail: [linda.napier@clay.kyschools.us](mailto:linda.napier@clay.kyschools.us)

I look forward to serving your child.

Sincerely,

Linda Napier  
Reading Recovery  
Manchester Elementary

(Please Sign and Return the bottom portion of this letter)

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I give permission for my child, \_\_\_\_\_, to participate in the Reading Recovery Program at Manchester Elementary.

\_\_\_\_\_(Signature of Parent)

\_\_\_\_\_(Date)



# Reading Recovery Homework Instructions

## Activity #1: READING FAMILIAR BOOKS

Please let your child read these books to you. If your child has trouble with a word, he/she must look at the pictures for clues. He/she must also look at the beginning and final letters in the word. These clues will help your child make good “guesses” about the unknown word. Be careful **not** to just tell your child any unknown words, but help work through them together.



## Activity #2: THE CUT-UP SENTENCE

You can help your child by listening to him/her read the complete sentence printed on the white letter envelope. Next, watch your child put the pieces of the “**cut-up sentence**” into the correct sentence order, being sure to leave a two-finger spacing between the words. Ask your child to check it against the sentence that is written on the envelope. Finally have your child glue this sentence in the “sentence booklet”, then draw and color a picture on that same page to show the meaning of the sentence story. Each day, your child needs to practice by rereading the previous sentences in the booklet.

(Envelope) I like to go to school.	like	to	to	school
	(Pieces) go	I	.	

(Finished sentence) I like to go to school .

Please help your child remember to return the books and the sentence booklet in his/her book bag each day. They must bring the books back in order to get more books to take home.

## Representative Sample Books

Level 1	Pets (Rigby-PM Starters) Mom (Rigby-PM Starters) I Like Balloons (Rigby— PM Starters)
Level 2	The Go-Carts (Rigby-PM Starters) Look At Me (Rigby— PM Starters) I Can Read (Learning Media Literacy) Cat On The Mat (Oxford University Press by Brian Wildsmith)
Level 3	The Photo Book (Rigby-PM Starters) At The Zoo (Rigby-PM Starter) My Home (Sunshine— Wright Group)
Level 4	My Dog Willy (D.C. Heath & Co. by Catherine Peters) The Big Kick (Rigby— PM Red Collection) Dan, the Flying Man (The Story Box-Wright Group)
Level 5	Sammy At The Farm (Kaeden Books)
Level 6	The Chick and the Duckling (Simon & Schuster, Aladdin paperback by Mirra Ginsburg)
Level 7	Pat's New Puppy (Reading Unlimited— Scott-Foresman)
Level 8	Little Bulldozer (Rigby-PM Yellow Collection)
Level 9	Just Like Daddy (Simon & Schuster, Aladdin paperback, by Frank Asch)
Level 10	Lucy's Sore Knee (Windmill Books— Wright Group)
Level 11	Munching Mark (Rigby Tadpoles for Beginning Readers)
Level 12	Titch (Simon & Schuster— Aladdin paperback, by Pat Hutchins)
Level 13	Whose Mouse Are You? (Simon & Schuster— Aladdin paperback, by Robert Kraus)
Level 14	The Night the Lights Went Out (D.C. Heath and Co., by Robin Bloksberg)
Level 15	The Little Red Hen (Rigby-Literacy 2000)