

## Level 12 and Holding: Why and What to Do

### Quotes used

“Reading Recovery teachers aim to produce independent readers whose reading and writing improve whenever they read and write. If the student is nearing the end of his lesson series he should be able to

- ✓ Monitor his own reading and writing,
- ✓ Anticipate a possible syntactic structure,
- ✓ Search for different kinds of information in word sequences, in meaning and in sound-letter sequences,
- ✓ Discover new things for himself,
- ✓ Cross-check one source of information with another,
- ✓ Repeat as if to confirm his reading or writing so far,
- ✓ Self-correct taking the initiative for making decisions or getting words right in every respect,
- ✓ Solve new words by these means.

Clay, Literacy Lessons Part 1, p. 53

“Children who successfully complete early literacy interventions like Reading Recovery should...

- operate in reading and writing in ways that put them on track for being silent readers with self-extending processing systems during the next two years at school. (p. 52)
- be working at or above Level 16 of an approved list of text levels that has been field-tested. (p. 53)
- have many different ways to approach print. (p. 54)
- read a text that the average child in his second year at school can read. (p. 58)
- write a couple of sentences for his story, requiring help from his teacher with only one or two words.” (p. 58)

Clay, Literacy Lessons Part 1, Chapter 6

“Children solve new challenges including multisyllabic words within more difficult texts at speed, working with clusters of letters. Smoothly operating reading systems produce evidence of how the system is becoming self-extending.”

Clay, Literacy Lessons Part 1, p. 51

“It is the teachers’ role to take children up into more difficult material, but they need to remember that widening the range of text types is also necessary to encourage the flexibility which the system needs.” Clay, Change Over Time, p. 135

“Instruction can manipulate the balance of challenge and familiarity to make the child’s task easy or hard.” Clay, Becoming Literate, p. 288

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2010 National Reading Recovery & K – 6 Classroom Literacy Conference  
Columbus, Ohio  
February 8, 2010

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## Thinking Together About:

- ✓ The goal: smooth efficient processing
- ✓ The demands of higher text level reading
- ✓ Identify possible causes of difficulty using video and running record examples
- ✓ Preparing students to read increasingly complex text
- ✓ Successful reading at TL12 and beyond

## Text Demands:

- ❖ Complexity of sentence structure
- ❖ More complex plot
- ❖ Divided dialogue
- ❖ Speech bubbles
- ❖ Less picture support

**“And in the end  
it is the individual adaptation  
made by the expert teacher  
to that child’s idiosyncratic competencies  
and history of past experiences  
that starts him on the upward climb  
to effective literacy performances.”**

Clay, Literacy Lessons Designed for Individuals  
Part One, p. 63