

Appendix A

Two Essential Ingredients of the Reading Recovery Program

The Reading Recovery Lesson

A typical Reading Recovery Lesson lasts 30 minutes and includes the following components:

* rereads two or more familiar books	Text
*rereads yesterdays new book and taking a running record	Text
*letter identification (plastic letters on a magnetic board) and/or making and breaking.	Words and Letters
*writing a story (including hearing and recording sounds in words)	Text
*cut up story to be rearranged	Text
* new book introduced (book orientation)	Text
* new book attempted (Clay, 1993b, p. 14)	Text

The Reading Recovery Teacher

A teacher in training spends a year going to weekly classes for a clinical instructional program and works with four individual students throughout the training year. (In any training year, the teachers, the teacher leaders, and the university trainers all work with their own students as well as go to continuing contact sessions to enrich their teaching practice.) At the teacher class, teachers each bring a student to teach behind a one-way glass at least three times a year while the rest of the class and the teacher leader observes and through an exploratory discussion develop their theory of learning for this student and for their own students tomorrow back at their schools. The class also includes other aspects of the program and opportunities for the teachers in training to gain a full understanding of language arts, reading and the theory and practice of Reading Recovery.

The teacher is visited by a teacher-leader during the training year and also in future years. Never does a teacher lack the opportunity to share student concerns with colleagues. There is great emphasis on becoming a reflective practitioner of Reading Recovery. In addition, there are topical work sessions and conferences that also enhance reflection on practice and expansion of their knowledge base

Appendix B

Assessments

Metropolitan Achievement Test

To ensure that the hardest to teach students received Reading Recovery instruction a series of assessments were done. All kindergarten students were given the Metropolitan Achievement Test the April before first grade. Then in first grade those students with the lowest scores on the language arts portions of the Metropolitan Achievement Test and teacher recommendation were considered for Title I. The Observation Survey was then given to all Title I first grade candidates.

Observation Survey of Early Literacy Achievement

Teachers administered individual Observation Surveys (Clay, 1993). The Observation Survey assessment tool offers five assessments of equal importance and include:

- (1) Letter Identification: identification of all upper and lower case letters and printed “g” and “a”;
- (2) Word Test: specific word identification;
- (3) Concepts About Print (text): book knowledge assessment of skills such as directionality, punctuation, and identification of text errors;
- (4) Writing Vocabulary: random writing of known words, with teacher suggestions if necessary, for ten minutes;
- (5) Hearing and Recording Sounds in Words: writing known words of a dictated sentence and using sound spelling for unknown words to identify known letter sound relationships; and
- (6) Running Record of Text Reading: reading of predetermined, gradient texts. The intention of the assessment is to establish a baseline and to discover what an emergent reader knows about the reading process.

This assessment tool is used to develop a prioritized list of the most in need students to receive Reading Recovery instruction. The Observation Survey is also a pre assessment for instruction. At the end of a student’s program, Observation Survey measures the progress in instruction and assures that the student now has control of the reading progress before the student discontinues (graduates) from the program. At the end of the school year, the Observation Survey is given again to assure continued progress and to assess continuing student independence. It is assumed that a student who continues to progress in reading without individual support is displaying a disposition for independence.

Teacher Observation

The first grade classroom teacher observes the behaviors of the identified low students identified by the Metropolitan Achievement Test the previous April with the student was in Kindergarten. Then teacher than submits a list of possible candidates for Title I and for Reading Recovery.

Appendix C

Abstract of Unpublished Pilot Study: Independence and Reader Success

In 1991, a pilot study was developed to explore the relationship of teaching for independence and reader success within the Reading Recovery Program. The work of Vygotsky was relevant in terms of the social context of learning and the zone of proximal development where the student does what s/he can and the teacher completes the task. A critical concern was the interplay of the relationship of behaviors between student and teacher.

This study involved four Reading Recovery teachers (one teacher dropped out) with two students for each teacher in four different schools. Each teacher was to make videotapes of her two students once a month and mail the two completed lessons to the researcher. The lessons were reviewed. Students' strategies were studied such as meaning (M), visual (V), or structure (S), miscues (errors) (MC), self-corrections (SC), and verbal answers (VA). The teachers were measured for questioning (Q), teaching and prompting (P), which supported either (M), (S), or (V), confirmation (C), modeling a concept (M), or directed instructions (D). The unit of analysis was established by the turn taking between the teacher and the student.

The transcripts showed teacher prompts and teaching styles. The analysis assessed the success of Reading Recovery instruction but the data did not highlight emerging independence. The students were taught in instructional settings and therefore not reading on their own. Often reading was too difficult. It was assumed that the teachers reviewed their tapes because marked instructional shifts were noted. In one teacher's work, the development of reader independence emerged when the student was at a manageable text level. Reading improvement was observable.

The teachers did not get the school camcorder and tape their lessons without repeated reminders. Taping two lessons each time was difficult for teachers who complained that monthly taping was interfering with instruction and the teachers' and students' behaviors were consistent so fewer tapes should give the same results.

Results indicated that (1) vocabulary learned did not seem to be the measure of student independence but developing knowledge of when and how to apply the strategies taught in a new situation did matter. (2) Reading is a generative process so one day's progress may not be observed continually but seem to appear and disappear for a time. Understandings came as several new concepts merged together and make sense to the student and were now applicable. (3) The teachers needed additional in-service training to teach for independence consistently. (4) The coding did not show learner independence. It might have been overshadowing it. (5) Reading Recovery lessons are conversations and this was not captured.

Appendix D

Other Reading Recovery Information

Participants

Originally, seven student/teacher dyads were selected for this study. Unfortunately, only three dyads contained students who successfully discontinued (graduated) from their programs. As for the other dyads, in December one teacher transferred out of the Title I program causing a lack of consistent instruction and questions about the authenticity of those lessons as representative of Reading Recovery. Also in December one student was placed in a learning disabilities program. In February, when near completion of their programs, two other students moved out of their school's boundaries and were enrolled elsewhere in schools with no Reading Recovery instruction provided. Attempts were made to discontinue these two students but were premature and although the students were reading in upper levels of text they did not discontinue. (The coded data of the incomplete program students was instructive and confirmed the study data finding. Information was retained but not included in this study.)

Context of the Study

The setting included the individual classrooms of the three Reading Recovery teachers in their three different schools in a large suburban school district in Virginia. Each teacher had within her room a Reading Recovery collection of little books (leveled for difficulty), magnetic letters, a magnetic board, timer, oak tag sentence strips, and blank writing books. Over the course of each child's Reading Recovery program of from 12 to 21 weeks, the students' lessons were videotaped three times: Time I, early in the program (October), Time II in the middle of the program (December), and Time III near the end of the program (February). The researcher and a video camera were only included in the classrooms for the three taped sessions. The videotapes were created facing the instructional dyad so all instructional behaviors could be observed. Whole lessons were taped to collect the data and ensure that the teacher and student would be more comfortable with the camcorder by the time the new book introduction segment of the lesson began. In contrast, the Observation Survey was administered in September; at the end of individual programs, often in February; and again at the end of the student's school year in June.

Appendix E

Samples of Early Transcriptions

The format shown on the following page is an early transcript with two-column numbered lines with student on left and teacher on right. This was discontinued because of difficulty following the interactive nature of the lesson. The next page is an example of a transcript in a conversational format. This linguistic format of lessons as a conversation made it easier to follow the interactive nature of the lesson.

53. ~~What~~ ^W what else
54. ~~What~~ what else
55. ~~What~~ what else
56. ~~What~~ what else
57. Hug.
58. Hug. Hugs are good. Well ~~get~~ ^{you set yourself up like} get....
59. ~~are~~ a good reader. Get your self
60. ~~are~~ a good reader. Get your self
61. ^{God:} Good for you. ~~Good for you.~~
62. Fruit
63. ~~There's an F~~
64. ~~Its banana.~~
65. ~~Its banana.~~
66. Ya.
67. Ya.
68. Ya.
69. Ya.
70. Ya.
71. Fruit is good for you.
72. Fruit is good for you.
73. Ya. ^{no hold on - there's}
74. ~~Play and hug are...~~ ^{Play}
75. ~~Play and hug are...~~
76. ~~Play and hug are...~~
77. ~~Play and hug are...~~
78. Because of ^g'.
79. Because of ^g'.
80. Playing
81. Playing
82. ~~Playing~~
83. ~~Mumble, mumble~~ ^{Its almost like 13, ops got}
84. ~~Mumble, mumble~~
85. ~~Mumble, mumble~~
86. ~~Mumble, mumble~~
87. ~~Mumble, mumble~~
88. Jumping
89. Jumping
90. Jumping
91. Jumping
92. playing games is good for
93. you. Fresh air is good
94. for you. Sleep is good
95. for you. What, What
96. This is not word... ^{water}
97. ~~This is not word...~~
98. ~~This is not word...~~
99. What else is good for
100. you?
101. What else is good for
102. Ya
103. Ya
104. Ya
105. Yes
106. Yes
- 'what'. Can you find what?
- What's that word?
- What else is good. What is good.
- Look at that.
- Hug. Hugs are good. Well ~~get~~ ^{you set yourself up like} get....
- ~~are~~ a good reader. Get your self
- ready and do good for you.
- Good for you. ~~Good for you.~~
- Fruit
- Why did you say fruit? ~~there?~~
- Is this fruit?
- Does fruit do ^{begin w/F} good for you?
- So that's a good try. Lets try
- fruit and see if it works.
- Did it work?
- Where is playing? Why is that
- playing?
- How do you know its playing?
- Right, ready?
- What do you know about this word?
- What do you know about this word?
- Its like ^{got} 'gaa', its like ^{almost got} 'gaa' so
- is your mouth ready for that? Ok.
- What are they playing? What it is
- called?
- They are jumping up, which is like
- game. So we need something which ^{is gonna}
- starts like 'gaa'. Ready playing
- playing games is good for
- you. Fresh air is good
- for you. Sleep is good
- for you. What, What
- This is not word... ^{Try it & see}
- How is that might be a good
- time. What ^{try}
- Are they asking you a question?
- Yes, do we say things like what
- else is good for you?
- Now he is asking? What is he

Gail and Shelley
 "Good for You"

Page 1:
 No problems

Page 2:
 Three problem words

Line 61
 S: Good. Good for you. Good for you.

Title read independently
 miscue Good

Line 71
 1 independent

Lines 74-92, games:

S: Playing hold on there's play
 T: Where is playing? Why is that playing? How do you know its playing?
 S: Because of p
 T: Right. Ready?
 S: Playing..
 T: What do you know about this word? What do you know about this word?
 S: it's almost like is oops 'got'
 T: It's like 'got,' it's almost like got. So is your mouth ready for that? ok. What are they playing? what is it called?
 S: Jumping
 T: They are jumping up, which is like a game so we need something which is gonna start like got. Ready? playing...
 S: Playing games is good for you....

1 direct (games?)
 2 strategies (noting play, like "got")
 3 indirect

Lines 93-95
 2 lines independent

Lines 95-105, else:

S: What, what...This is not what else
 T: Try it and see. That might be a good try. What
 S: What else is good for you?
 T: Are they asking you a question?
 S: yeah
 T: Do we say things like what else is good for you?

1 strategy (asked question)
 1 independent

Appendix F Book Orientation Check Sheet

Final Total _____

Student: _____ Time: _____ Book Title: _____

I. Amount of talk used to develop the orientation referred to in IV.

a. Teacher Statements: Directed ___ Explanatory ___ Telling ___ Questioning ___

b. Student Responses:

To statements (Correct) sentence ___ phrase ___ single word ___

(Incorrect) sentence ___ phrase ___ single word ___

To questions Consistent on topic ___ Inconsistent on topic ___

off topic ___ off topic ___

Initiates ___

Contributions ___ related ___ not related ___

Distracted ___

Miscellaneous ___

Contributions of Student /Teacher. Tally of marks applied to a Likert scale (Ary, Jacobs & Rozavich, 1979).

Student	Student	Neutral	Teacher	Teacher
___90%	___60%	___50%	___70%	___90%
Independent	Assisted Independent		Assisted Dependent	Assisted

I. Book Handling (both pointing and holding the book)

Behavior	Book Handling Activity				Total
	Hold Book	Point to Pictures	Point to Words	Turns Pages	
Assisted					
Assisted Dep.					
Assisted Indep.					
Independent					

Use either T (Teacher) or S (Student) to indicate who does each of the four behaviors or T/S if split.

Assisted = T does each item. S does not pay attention 100% of time.

Assisted Dependent = T does three of the four tasks. S does not pay attention 30% of the time.

Assisted Independent = S. does three of four tasks. If in first example the S pays attention and shares in the activity.

Independent = S does the whole task. S participation by pointing to pictures or to words.

II. Who initiates knowledge about the story, the theme or plot, words, the sentences and the writing style during the new book orientation? (Results from section IV.)

	Teacher	Student	Total _____
Assisted	All ___	None ___	
Assisted Dependent	Most ___	Some (when asked) ___	
Assisted Independent	Some (when needed) ___	Most ___	
Independent	None ___	All ___	

IV. The teacher ensures that the student has in his head the ideas and language he needs to produce when prompted in the sequence by print cues.

___ Overview of the story provided.

___ Draw the child's attention to the important ideas. Parts presented by teacher/student ___

___ Discuss the pictures of the whole story.

___ Give opportunities for the child to hear and use (a) the new words ___

(b) structures ___

which he will have to work out from the pictures, print and the language.

___ Ask him to find one or two new and important words in the text after he has said what letter he would expect to see at the beginning.

Indicate whether student needs this support to read the story. Place a T (teacher) or S (student) for initiates understandings from illustrations. Place on the line before the concept. (Data indicates degrees of independence in section III. (Clay, 1993b, p. 37.)

Appendix G

Terms for Observable Behaviors Coded in First Attempt Samples

Code	Behaviors	Description
Student		
(A)	Accuracy	Student confirms accuracy
(Add)	Add	Student adds extra word
(ATT)	Attempt	Student effort to solve reading problem
(B)	Blank	Student shows no observable behavior
(M)	Monitor	Student monitors
(MB)	Misbehavior	Student misbehaves
(MC)	Miscue	Student makes an error
(R)	Reads	Student reads
(Rer)	Rereads	Student rereads
(Res)	Responds	Student responds to teacher question
(S)	Search	Student searches
(SC)	Self-Correct	Student self corrects
(TH)	Too Hard)	Student says reading is too hard
Teacher		
(AC)	Accept and Correct	Teacher accepts partially correct answer and corrects it
(CC)	S. Confirm	Teacher scaffolds to confirm student work
(D)	Direct	Teacher directs student to look
(E)	Explains	Teacher explains a confusion
(Mo)	Model	Teacher models correct response
(NR)	No Response	Teacher does not respond to student appeal for help
(P)	Push	Teacher pushes student to continue
(PR)	Praise	Teacher praises and tells what was good
(QA)	Q. Accuracy	Teacher questions student accuracy
(QB)	Q. Behavior	Teacher questions student behavior
(QM)	Q. Meaning	Teacher questions student use of meaning
(QV)	Q. Visual	Teacher questions student use of visual
(QR)	Q. Results	Teacher questions student reading results
(SR)	Shared Reading	Teacher shares the reading task with the student
(SS)	Syntax	Teacher works to improve syntax
(T)	Told	Teacher tells the word
(TP)	Teaching Point	Teacher makes a teaching point either at letter or language level
(TTA)	Try That Again	Teacher encourages another attempt at reading

Appendix H

Pete: Book Orientation, Time I, Painting

Student	Teacher
<i>Teaching Point:</i> Teacher helps the student assemble “and” with lower case magnetic letters.	
	Can you do it in upper case, too?
Yes.	
<i>Action:</i> Student assembles the word in upper case letters.	
<i>Teaching Point:</i> Overview of text.	
	<i>Action:</i> Teacher picks up book and they both look at it. <i>Conversation:</i> Do you like to paint? This boy has paints at home and he is painting a picture. He is going to hang his picture. He looks about your age, doesn't he? And he has a baby in the house. Do you know what he forgot to do? (Points to picture)
What? (Looking at teacher)	
	He forgot to close up the paint when he went to hang his picture.
	<i>Prediction question:</i> What do you think the baby might do? (Points to picture)
<i>Prediction (meaning):</i> Get into the paint and spill it all over and get it on him. (Looking at picture)	
	He might do that or he might decide to paint things.
	<i>Prompting Constructive Activity:</i> Guess what he painted. (Points to picture)
What? (Looks at the teacher)	
	The floor. And he painted other parts of the house.
	<i>Prediction question:</i> What do you think is going to happen to him? (Looking at the student and pointing at the picture)
<i>Prediction (meaning):</i> He is going to get into trouble.	
<i>Teaching Point:</i> Teacher goes through the book with the student and they discuss each picture. The word “cupboard” is explained. Student examines picture of the baby painting the cat.	
<i>Student prediction on his own (meaning)</i> He got in trouble (Smile on student's face)	
	<i>Prediction question:</i> Who came in? (Points to next picture)
Mommy	
	<i>Accepting partially correct responses:</i> Mom came in. Can you find the word Mom? (A study of mom

Student	Teacher
	progresses. Then the focus is back on the book and pictures.)
Mommy came in.	
	<i>Accepting partially correct responses:</i> Mom came in. You think he is going to get in trouble, but mommy doesn't look angry.
She looks happy.	
	She looks like she thinks it is funny, maybe she'll have to clean it up. This is another surprise ending. Do you like surprise endings?

Appendix I

Pete: First Attempt, Time I, Painting (level 3 with 24 words of text)

Text: Baby painted the floor, and the wall, and the cupboard, and the table, and the chair, and the cat, and then Mom came in.

- Reading work indicates the actual conversation that occurred.
- Behaviors indicate the definition of the reading work that has occurred.
- Categories indicate the designation of the exhibited reading work based on the success or lack of success of student work.

Reading work	Behaviors Observed	Behavior Categories
S: Boy/baby	S: miscue	
T: he's baby	T: told	Assisted
S: paint/painted	S: miscue	
T: painted (speech explanation)	T: told	Assisted
T and S: Baby painted	Shared reading	Assisted Support
S: the floor.	S: reading	Independent
S: Baby/(I mean not baby.) and the wall,	S: self-correction	Independent
S: then . . ./and	S: pause	
T: AND	T: told	Assisted
S: and baby/(I mean not baby.)	S: self-correction	Independent
S: and the . . ./	S: pause	
T: the what? Cupboard	T: told	Assisted
S: and the table,	S: read	Independent
S: and the chair,	S: read	Independent
S: and the cat,	S: read	Independent
S: (looks at teacher and smiles.)	S: pause	Assisted
T: then	T: told	
S: then mommy/mom	S: pause	
T: what happened?	T: Q for meaning	
S: laughed?	S: guess	
T: OK. Let's look at the words.	T: directs	
S: and then..	S: pause	
T: Who came in?	T: scaffold	Supported Independent
S: mom.	S: answer	
T: Mom came in. (Let's say it.)	T: told	Assisted
T and S: And then mom came in.	S & T: Shared reading	Assisted Support

The student exhibited independent behavior six times, was supported independent one time, was assisted six times, and received assisted support two times.

Appendix J

Next Day's Running Record

After the book orientation and first attempt were recorded and analyzed, the next day's running record for the same book was collected. This independent student reading activity was used to measure reading performance. Below is an example of the assessment of the data collected from Pete's running records for the three times. This information is limited; therefore, the three full running records for Pete are included on the following pages.

Pete: Running Records

Title	Level	Word Count	Error Rate	Accuracy	Self-Correction Rate
Time I					
<u>Painting</u>	3	24	1:12	91%	nil
words missed: cupboard, then			teacher behavior: 1 told		
Time II					
<u>Go Back to Sleep</u>	8	76	1:12	91%	1:5
words missed: really, screamed, garbage, Sam			teacher behavior: 1 told		
Time III					
<u>Cow Up a Tree</u>	13	168	1:55	98%	1:2
words missed: sulks, Aunty, won't			teacher behavior: 2 told		

Daily Running Record Sheet

NAME: Pete

RR TEACHER: Liz

DATE: 10/12

Scores: $\frac{RW}{E} = \frac{34}{2}$

Error Rate 1: 12

Acc.: 91%

SC Rate 1: Nil

Fluency: PH: (S) P:

ANALYSIS OF ERRORS AND SELF CORRECTIONS

Information used or neglected
(Meaning (M) Structure or Syntax (S) or Visual (V))

CROSS CHECKING ON INFORMATION

(Note that this behavior changes over time)

Easy 95-100%

Inst. 90-94%

Hard 50-89%

PAGE	TITLE AND LEVEL: <u>Painting (3)</u>	TOTALS		Information used	
		E	SC	E MSV	SC MS
2	✓ ✓ ✓ ✓				
3	✓ ✓ ✓				
4	✓ ✓ <u>T</u> cupboard	1		(MSV)	
5	✓ ✓ ✓				
6	✓ ✓ ✓				
7	✓ ✓ ✓				
8	✓ <u>.</u> then ✓ ✓ ✓	1		MSV	

Daily Running Record Sheet

NAME: Pete

TEXT LEVEL 8

RR TEACHER: Liz

DATE: 12/8

Scores: $\frac{RW}{E} = \frac{76}{6}$	Error Rate 1: <u>12</u>	Acc.: <u>91%</u>	SC Rate 1: <u>3</u>	Fluency: PH: S P:
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ANALYSIS OF ERRORS AND SELF CORRECTIONS
 Information used or neglected
 [Meaning (M) Structure or Syntax (S) or Visual (V)]
CROSS CHECKING ON INFORMATION
 (Note that this behavior changes over time)

Easy 95-100%
 Inst. 90-94%
 Hard 50-89%

*SC, using V information
 using Mand S primarily
 Attempting using first sound*

PAGE	TITLE AND LEVEL: <u>Go Back to Sleep (8)</u>	TOTALS		Information used	
		E	SC	E MSV	SC MSV
2	<u>llll</u> <u>llll</u> <u>llll</u>				
3	<u>llllll</u>				
4	<u>llll</u> <u>llllll</u>				
5	<u>llll</u> <u>back</u> <u>sc</u> <u>llll</u>		1	M(S)V	M(S)V
6	<u>llll</u> <u>llll</u> <u>llll</u>				
7	<u>llll</u> <u>back</u> <u>sc</u> <u>llll</u> <u>cliff</u> <u>Sam</u>	1	1	M(S)V M(S)V	M(S)V
8	<u>llll</u> <u>right</u> <u>said</u> <u>sc</u> <u>really</u> <u>is</u> <u>llll</u> <u>yelled</u> <u>screamed</u>	1	1	M(S)V M(S)V	M(S)V
9	<u>llll</u> <u>llll</u> <u>llll</u>				
10	<u>llll</u> <u>mom</u> <u>said</u> <u>said</u> <u>mom</u>		2	M(S)V M(S)V	
11	<u>llll</u> <u>dump</u> <u>garbage</u>		1	M(S)V	
12	<u>llllll</u>				

Reading Recovery® Program

Lesson No. 72

Daily Running Record Sheet

TEXT LEVEL 13

NAME: Pete

RR TEACHER: LIZ

DATE: 2/8

Scores: $\frac{RW}{E} = \frac{214}{5}$

Error Rate 1: 42

Acc.: 97%

SC Rate 1: 3

Fluency: PH: S P:

ANALYSIS OF ERRORS AND SELF CORRECTIONS

Information used or neglected
[Meaning (M) Structure or
Syntax (S) or Visual (V)]

CROSS CHECKING ON INFORMATION

(Note that this behavior changes over time)

Easy 95-100%

Inst. 90-94%

Hard 50-89%

PAGE	TITLE AND LEVEL: <u>Cow Up a Tree (13)</u>	TOTALS		Information used	
		E	SC	E MSV	SC MSV
2	✓✓✓✓✓ <u>SULK'S</u>	1			
3	✓✓✓✓✓ ✓✓✓✓✓				
4	✓✓✓✓✓✓✓ ✓✓ ✓✓✓✓✓✓✓				
5	✓✓✓✓✓ ✓✓✓✓✓				
6	✓✓✓✓✓✓✓ ✓✓ ✓✓✓✓✓✓✓				
7	✓✓✓✓✓ ✓✓✓✓✓				
8	✓✓✓✓✓✓✓ ✓✓ ✓✓✓✓✓✓✓				
9	✓✓✓✓✓ ✓✓✓✓✓				
10	✓✓✓✓✓✓✓ ✓✓ ✓✓✓✓✓✓✓				
11	✓✓✓✓✓ ✓✓✓✓✓		2	(MSV) (MSV)	MSV MSV
12	<u>come</u> <u>sc</u> ✓ <u>you</u> <u>sc</u> ✓ <u>uncle</u> ✓ <u>he</u> ✓✓✓✓				
13	<u>Aunt</u> <u>Aunty</u> ✓✓✓✓✓✓✓	1		(MSV)	
14	✓✓✓✓✓✓✓				
15	✓✓✓✓✓ ✓✓✓✓✓				
16	✓✓✓ ✓✓✓✓✓				

1998

Analysis of Errors and Self-corrections
(see Observation Survey pages 30-32)

Page	Cow Up a Tree (side 2)	E	SC	Information:	
				E	SC
17	<p> ✓✓✓✓✓ ✓✓ ✓ T ✓✓ R) W...T won't ✓✓✓✓✓ </p>	1			MSV
18	<p> ✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓ be T beautiful ✓ ✓✓✓ </p>	1			MSV
20	<p> ✓✓✓✓✓ </p>				
21	<p> ✓ ✓✓✓✓✓✓✓ </p>				
22	<p> ✓✓✓✓✓✓✓ </p>				
23	<p> ✓✓✓✓✓✓✓ </p>				
24	<p> Thanks ✓✓ thank ✓✓✓ </p>	1			MSV
	<p>rest of story read accurately.</p>				

Appendix K
Pete and Liz Dyad Interactions

Pete and Liz: Time I, Painting (level 3, 24 words)

Word Phrase		Assisted/Independent	Codes
baby	1	Assisted	(B) (MC) (<u>VM</u>) (B) (MC) (<u>P</u>) (<u>T</u>) (SC) (R)
painted	2	Assisted	(R) (MC) (<u>P</u>) (R) (<u>QS</u>) (Rer) (<u>AC</u>) (<u>SR</u>) (R)
and	3	Independent	(MC) (SC) (R)
and	4	Assisted	(MC) (<u>T</u>) (R)
baby	5	Independent	(R) (MC) (SC) (R)
	6	Assisted	(R) (B) (<u>QM</u>) (<u>T</u>) (R)
	7-10	Independent	(R) (3 lines)
then	11	Assisted	(<u>QV L-T</u>)
mom	12	Assisted	(B) (<u>T</u>) (R)
mom	13	Assisted	(MC) (B) (<u>QM</u>) (ATT) (B) (<u>QM</u>) (B) (<u>TP-LW</u>) (<u>T</u>) (R) (<u>T</u>) (<u>QM</u>) (MC) (R) (<u>P</u>) (SR) (<u>QM</u>) (SC)

Pete and Liz: Time II, Go Back to Sleep (level 8, 74 words)

Word Phrase		Assisted/Independent	Codes
Amy	1	Independent	(B) (ATT) (R)
Mom	2	Independent	(ATT) (R) (Rer)
outside	3	Independent	(R) (ATT) (R)
	4-8	Independent	(R) (5 lines of text)
Sam	9	Independent	(ATT) (R)
	10	Independent	(R) (<u>QA</u>) (A) (M)
there	11	Assisted Independent	(R) (M) (S) (<u>QMV</u>) (<u>QVM</u>) (S) (M) (<u>TTA</u>) (<u>QM</u>) (ATT) (R)
really	12	Assisted	(B) (<u>T</u>) (R)
screamed	13	Assisted Dependent	(R) (M) (<u>SC</u>) (<u>QVM</u>) (M) (<u>QVM</u>) (P) (<u>QM</u>) (SC) (R) (<u>SR</u>) (R)
	14	Independent	(R)
sh	15	Assisted Independent	(ATT) (<u>QM</u>) (MC) (<u>QM</u>) (ATT) (<u>AC</u>) (ATT) (SC) (R)
only	16	Assisted Independent	(R) (ATT) (M) (<u>P</u>) (<u>QV</u>) (ATT) (R)
garbage	17	Assisted Dependent	(R) (MC) (<u>QV</u>) (M) (<u>QM</u>) (M) (S) (ATT) (R)
truck	18	Assisted Independent	(R) (M) (<u>QM</u>) (SC) (<u>TTA</u>) (R)

So	19	Assisted Independent	(R) (MC) (M) (<u>TP-L</u>) (SC) (R)
	20	Independent	(R)

Pete and Liz: Time III, Cow up a Tree (level 14, 169 words)

Word Phrase		Assisted/Independent	Codes
the	1	Independent	(R) (MC) (<u>NR</u>)
sulks	2	Independent	(ATT) (<u>TTA</u>) (SC) (R)
and	3	Independent	(R) (S) (P) (S) (<u>QM</u>) (S) (<u>TTA</u>) (B)
Wouldn't	4	Assisted Dependent	(R) (B) (ATT) (QVM) (<u>PrW</u>) (<u>T</u>) (R)
	5	Independent	(R) (ATT) (<u>Pr</u>) (ATT) (<u>CL</u>) (<u>T</u>) (R)
shake	6	Assisted Dependent	(R) (B) (MC) (ATT-V) (Rer) (ATT) (<u>QM</u>) (SC)(B) (R) (P) (R)
Wouldn't	7	Assisted	(R) (P) (B) (<u>T</u>) (R)
chop	8	Independent	(R) (ATT-V) (SC) (R)
grandma	9	Assisted Dependent	(R) (MC) (M) (B) (<u>CL</u>) (S) (<u>CL</u>) (<u>T</u>) (R)
	10	Independent	(R) (ATT) (R)
	11	Independent	(R)
bulldoze	12	Assisted	(R) (B) (<u>QM</u>) (<u>T</u>)
you	13	Assisted Independent	(R) (M) (SC) (<u>TTA</u>) (SC) (R)
chainsaw	14	Assisted	(R) (ATT) (<u>Exp</u>) (<u>T</u>) (<u>TTA</u>) (R)
Aunty	15	Assisted	(R) (MC)
burn	16	Assisted Independent	(R) (ATT) (MC) (M) (<u>QM-V</u>) (ATT) (<u>QM</u>)(SC)(R)
	17-18	Independent	(R) (2 lines)
sister	19	Assisted Independent	(R) (B) (ATT) (<u>CL</u>) (SC) (R)
What's	20	Independent	(R) (MC) (Rer) (ATT) (<u>CL</u>) (R)
cries	21	Assisted Independent	(R) (MC) (Rer) (B) (<u>TP</u>) (R)
family	22	Assisted Independent	(R) (MC) (SM) (MC) (<u>SMP</u>) (MC) (SC) (R)
No, milk	23	Assisted Independent	(R) (MC) (B) (MC) (S) (<u>CL</u>) (S) (M) (<u>TTA</u>) (R) (SC) (R) (<u>TTA</u>) (R)
	24	Assisted Independent	(R) (MC) (<u>CL</u>) (<u>Pr</u>) (R)

Appendix L

Bill and Nell: Dyad Interactions

Bill and Nell: Time I, I Can Jump (level 4, 40 words)

Word Phrase		Assisted/Independent	Codes
said	1	Independent	(R) (B) (MC) (SC) (R) (<u>TP</u>)
spider	2	Independent	(R) (MC) (SC) (R)
	3-9	Independent	(R) (6 lines of text)

Bill and Nell: Time II, Going Shopping (Level 10, 112 words)

Word Phrase		Assisted/Independent	Codes
One	1	Assisted	(B) (TH) (<u>QM</u>) (MC) (<u>T</u>) (MB) (TH)
school, holidays	2	Assisted	(R) (TB) (<u>T</u>) (Rer)
shopping, town	3	Assisted	(R) (M) (<u>E</u>) (Rer) (<u>P</u>) (R) (MC) (<u>QM</u>) (Rer) (<u>P</u>) (Rer) (<u>P</u>) (Rer) (<u>QV</u>) (Rer) (<u>QM</u>) (MC) (<u>AC</u>) (<u>T</u>) (Rer)
wanted racing car set	4	Assisted	(R) (MC) (R) (MC) (MC) (M) (<u>QA</u>) (R) (<u>SR</u>) (R) (MC) (<u>QM</u>) (A) (<u>P</u>) (R) (MC) (MC) (<u>P</u>) (SC) (<u>PR</u>) (R) (MC) (<u>QV</u>) (A) (<u>QV</u>) (R) (MC) (<u>E</u>) (<u>T</u>) (R) (MC) (SC) (MC) (Rer) (M) (Rer) (MC) (<u>T</u>) (MC) (<u>QV</u>) (<u>SR</u>) (M) (R) (<u>SCC</u>)
sorry	5	Assisted Independent	(R) (TH) (<u>QM</u>) (R) (TH) (<u>QM</u>) (R) (SC)
but, costs much	6	Assisted	(R) (MC) (TH) (<u>TTA</u>) (R) (MC) (<u>QV</u>) (<u>AC</u>) (ATT) (MC) (<u>T</u>) (R) (<u>D</u>) (R) (MC) (<u>QV</u>) (<u>TTA</u>) (R) (B) (<u>P</u>) (<u>QV</u>) (Rer) (<u>QV</u>) (Rer) (<u>QV</u>) (MC) (SC) (<u>QV</u>) (R) (MC) (<u>T</u>) (R) (MC) (<u>QM</u>) (Rer) (<u>QV</u>) (<u>SR</u>) (SC) (<u>QV</u>) (Rer) (<u>E</u>) (Mo) (R)
Little	7	Independent	(R) (MC) (R) (<u>P</u>)
	8	Independent	(R)
cassette recorder	9	Assisted Independent	(R) (MC) (<u>T</u>) (<u>QV</u>) (<u>TP</u>) (<u>TTA</u>) (<u>SR</u>)
	10	Independent	(R)
sister	11	Assisted Independent	(R) (B) (TH) (<u>D</u>) (R) (<u>SCC</u>) (R)
	12	Independent	(R)
mom, new	13	Assisted Dependent	(R) (M) (R) (MC) (<u>AC</u>) (<u>TTA</u>) (R) (TH) (<u>QR</u>) (Rer) (<u>TP</u>) (MC) (<u>T</u>) (R)
	14	Independent	(MC) (R)

some, golf	15	Assisted	(R) (MC) (<u>D</u>) (R) (M) (<u>TP</u>) (Rer) (<u>D</u>) (R) (M) (<u>P</u>) (R) (<u>QM</u>) (<u>TP</u>) (<u>T</u>) (Rer) (MC) (<u>QM</u>) (<u>T</u>) (<u>E</u>)
They	16	Assisted	(R) (TH) (<u>QM</u>) (R) (<u>AC</u>) (R) (MC) (<u>QR</u>) (Rer) (<u>TP</u>) (<u>SS</u>) (<u>QV</u>) (Rer) (<u>AC</u>) (SC) (<u>AC</u>) (<u>SR</u>) (MC) (<u>T</u>)

Bill and Nell: Time III, Help Me (level 14, 170 words)

Word Phrase	Assisted/Independent	Codes	
help	1	Independent	(SR) (M) (SC)
	2	Independent	(Mr.) (QM) (R) (MC) (Rer) (SC) (R) (HB) (<u>Pr</u>)
who	3	Independent	(<u>TP</u>) (<u>P</u>) (R) (R) (HB) (<u>Pr</u>)
	4	Assisted Dependent	Read lines out of order
out	5	Independent	(M) (R) (M) (<u>QS</u>) (A)
help	6	Independent	(R) (R) (Rer) (<u>QVM</u>) (<u>QBV</u>) (R)
big	7	Independent	(R) (MC) (SC) (Rer)
help	8	Independent	(MC) (R) (Rer) (MC) (<u>QV</u>) (SC) (R)
want	9	Independent	(R) (R) (Rer)
looked, Mr.	10	Independent	(R) (M) (R) (MC) (SC) (R)
away	11	Assisted Independent	(R) (MC) (SC) (R) (HB) (<u>QM</u>) (A) (<u>TP</u>) (MC) (<u>QV</u>) (<u>QM</u>) (SC) (SC) (<u>QM</u>) (R) (<u>P</u>)
	12	Independent	(<u>P</u>) (R) (MC) (SC)
	13-20	Independent	(R) (8 lines)
can't	21	Independent	(R) (MC) (SC) (R)
came	22	Independent	(R) (MC) (MC) (P) (D) (TTA) (R)
little, want	23	Independent	(R) (SC) (SC)
Mr.	24	Independent	(R) (MC)
Mr.	25	Independent	(R) (MC) (Rer)
Mr.	26	Independent	(R) (MC) (SC)
	27	Independent	(R) (MC) (MB) (<u>Pr</u>) (<u>TTA</u>) (R) (SC)
	28	Independent	(R) (<u>Pr</u>)
	29	Independent	(R)
	30	Independent	(R) (Rer) (<u>P</u>)
The/little	31	Independent	(R) (MC) (SC) (R) (B)
made	32	Independent	(R) (MC) (ATT) (M) (Q) (R) (MC) (<u>TP</u>) (<u>QV</u>)

			(SC)
hole	33	Independent	(R) (MC) (<u>QM</u>) (M) (ATT) (R) (Rer) (MC) (<u>SAC</u>) (<u>QM</u>) (ATT) (<u>QV</u>) (ATT) (<u>SR</u>)
did	34	Independent	(R) (MC) (Rer) (SC) (R)

Appendix M

Sue and Gwen: Dyad Interactions

Sue and Gwen: Time I, Homes (level 2, 51 words)

Word Phrase		Assisted/Independent	Codes
home, is	1	Assisted Independent	(R) (B) (R) (<u>QMV</u>) (<u>SR</u>) (R) (B) (R) (<u>QM</u>)
Guinea	2	Assisted	(R) (B) (<u>T</u>) (R)
	3	Independent	(R) (S) (<u>PR</u>)
	4	Independent	(R)
	5	Independent	(R) (S) (<u>PR</u>)
	6	Independent	(R)

Sue and Gwen: Time II, Good for You (level 5, 44 words)

Word Phrase		Assisted/Independent	Codes
fruit	1	Independent	(R) (<u>QV</u>) (<u>A</u>) (<u>QM</u>) (<u>QV</u>) (R) (<u>QR</u>)
games	2	Assisted Dependent	(R) (<u>QV</u>) (<u>AM</u>) (<u>QVQM</u>)
	3	Independent	(R)
	4	Independent	(R)
else	5	Assisted Independent	(R) (MC) (SC) (M) (B) (R) (<u>QA</u>) (<u>QM</u>) (A)
	6	Independent	(R) (Rer)
	7	Independent	(R) (<u>PR</u>)
are	8	Assisted Dependent	(R) (R) (MC) (R) (<u>AC</u>) (SC) (Rer) (SC) (<u>SR</u>)
me	9	Independent	(Rer) (MC)
	10	Assisted Independent	(Rer) (SC) (<u>QMQV</u>) (A) (<u>SR</u>)

Sue and Gwen: Time III, The Loose Tooth (level 8, 169 words)

Word Phrase		Assisted/Independent	Codes
	1	Independent	(R) (MC) (SC) (R)
	2	Assisted Independent	(R) (MC) (TB) (Rer) (TB) (M) (<u>SR</u>)
My, tooth's	3	Independent	(R) (SC) (R) (MB) (SC) (<u>P</u>)
look	4	Assisted Dependent	(R) (<u>T</u>) (R)
my, can	5	Independent	(MC) (S) (<u>TTA</u>) (<u>QV</u>) (<u>TP</u>) (<u>QV</u>) (SC) (SC) (R)
showed to	6	Assisted Dependent	(R) (MC) (<u>Mo</u>) (<u>QM</u>) (A) (SC) (<u>QV</u>) (A) (<u>P</u>) (<u>QV</u>) (R)

Sue and Gwen: Time III, The Loose Tooth (continued)

Word Phrase		Assisted/Independent	Codes
my tooth	7	Independent	(R) (Rer) (Rer) (R)
Didn't	8	Independent	(R)
	9	Assisted	(R) (MC) (M) (<u>QV</u>) (MC) (<u>TP RVLW</u>) (SC) (<u>T</u>)
	10	Independent	(R)
	11	Independent	(R)
My bed	12	Independent	(R) (MC) (SC) (R) (MC) (SC)
	13	Independent	(R)
tooth, my	14	Independent	(R) (MC) (ATT) (Rer) (R) (MC) (SC) (<u>TTA</u>) (R) (<u>P</u>) (R) (<u>P</u>) (R)
fairy	15	Assisted Independent	(R) (R) (<u>PR</u>) (B) (<u>QM</u>) (A) (<u>QM</u>) (SC) (SC) (<u>QV</u>) (R)
	16	Independent	(R) (Rer) (B) (Rer) (Rer) (R) (<u>QV</u>) (R)
	17	Independent	(R) (Rer) (<u>MCQV</u>) (<u>QV</u>) (A) (<u>QV</u>) (A) (SC) (R)

Appendix N

Pete: Development Over Time During the Book Orientation

The book orientation is an instructional conversation that is a large scaffold intended to make the text readable for the student. For Pete and Liz, it provided a simple, elegant example of a teacher fostering student independence.

In the Time I orientation, the teacher modeled the process of creating text accessibility. Liz ensured that Pete had the ideas and language he needed to precede when prompted by illustrations and print cues. The teacher told the title and theme while stressing important story ideas. The illustrations anchored where specific concepts appeared in the story. Liz's explanation included the vocabulary of the text for Pete. She had him locate words by using initial letter/sound ability.

In the beginning, Liz used questioning to gain Pete's participation. Pete moved from responding to questions with "What?" to predicting story outcomes. Liz encouraged more descriptive responses to questions and refined predictions. In Time I, the talk took twice as long as reading.

In Time II, Go Back to Sleep presented the complexity of imagination. When Pete first saw the book, he noted words he knew in the title. Liz did an overview of the story before they discussed the illustrations. Pete explained what imagination was. Later, Pete got confused when he saw the dinosaur picture on the back cover of the book. Liz supported the vocabulary by using the problem words "really", "screamed", and "garbage" in conversation. (In the story, Amy, the main character, woke up screaming because she thought the noise was a dinosaur. It was the garbage truck collecting trash. After the book orientation was completed, Pete asked, "Is Amy happy at the end of the story?")

In Time III, Liz handed the book to Pete and said, "It's about a cow and the cow has the sulks." She explained the word "sulks". Then Liz said the cow was in a bad mood, got up a tree, and the family tried to get her down. Liz asked, "You know what they wanted from her?" Pete responded, "What?" followed by "milk". Liz confirmed that it was milk and gave the book to Pete as she said the title, "Cow up a Tree." Pete took the book and turned the pages as he told the story portrayed by the illustrations. Pete laughed about the story as he talked until he got to "uncle" when he said, "Who is that?" Liz replied, "Uncle", and Pete moved on quickly. Liz asked what happened and Pete elaborated his explanation of how the sister got the cow to come out of the tree so everyone could have milk with their tea. When Pete finished his survey of the book, he said, "They should have did (done) that in the first place."

Pete learned to respond to Liz's questions from "What" in Painting to increased conceptual development with Go Back to Sleep. After Liz's minimal theme of Cow Up a Tree, Pete gave the orientation. By the third book orientation, Pete took over and indicated that he understood the concepts in stories. Pete summarized the story before he said the family just needed to lure the cow out of the tree to get their milk after a retelling from the illustrations.

Appendix O

Pete: The Lesson Record

Time	Title Running Record	familiar books read	strategies / used	strategies / prompted	making and breaking
I.	<u>Painting</u>	1) <u>What has Spots?</u> 2) <u>My Home</u> 3) <u>The Chocolate Cake</u>	fluent initial letter	cross check get mouth ready	the then they and
II.	<u>Go Back to Sleep</u>	1) <u>The Farmer and the Skunk</u> 2) <u>My Bike</u> 3) <u>Reading</u>	visual first sound V-SC	monitoring	so no, go ill, will hill
III.	<u>Cow Up a Tree</u>	1) <u>How can you Hide an Elephant?</u> 2) <u>Red Socks and</u> 3) <u>Yellow Socks</u>	fluency	will not won't linked books	ring ing thing things spring

The lesson record sheet as called by Reading Recovery practitioners is broken down into a series of activities to match the heading on the paper both front and back. This record would be a full page for the teacher but is condensed here for simplicity's sake.

- New Text: The date, title and planned activity for the new book orientation.
- Rereading: Books to be reread for practice with the last book being yesterday's new book where a running record is taken. (See Appendix G.)
- Strategies: Includes all the strategies either taught or observed on the familiar books.
- Word Analysis: Words are selected from reading activities that have occurred.
- (1)Letter ID and/or (2) Making and Breaking: Includes letters needing clarity or discrimination and teaching how words work using known words.
- (On the second side of the paper.)
- Task: The sentence or story that the student writes with slashes where words were cut apart before remaking the sentence and underline letters and words that the student provided.
- Word Analysis and Fluency Practice: Often contains a sound boy for student to use to practice hearing sounds in words and placing letters where that sound is heard in the word. The word is also practiced to reinforce memory for future use of the word independently.
- Spacial Concepts: Does the student replace the words now cut in their original order and/or where are the confusions?
- Sequencing: Does the student's placement and rereading of the reassembled sentence match? .

The following page is an example of the information gathered in a lesson plan record.

Lesson Plan Records

Name: Pete

Front of Lesson Plan Record Sheet

READING

READING				
New Text	Re-Reading	Strategies 1) Used 2) Prompted	Word Analysis	1) Letter ID 2) Making and Breaking
17) 10/12 Level 3 The Storm	What Has Spot 2/3 My Home - 3 The Choc Cake - 2	1 - Fluent 1 - Checking initial letter New 2 - Cross T initial letter 2 - get mouth ready	then (from running record)	the, then, they, and
and, And H book	Running Record Painting - 3 91%	Running Record neglected to match		

Back of Lesson Record Sheet

WRITING

CUT-UP STORY

WRITING CUT-UP STORY				
Task	Word Analysis and Fluency Practice	Spacial Concepts	Sequencing	Comments
19) I / like / to / <u>r i d e</u> / my <u>b i k e</u> .	<u>r i d e</u>	T	T	went well

Appendix P

Pete: First Attempt Time II, Go Back to Sleep (level 8 with 181 words of text)

Text: “There really is a dinosaur outside!” screamed Amy. (After working out problems with “there” and “really,” the student reads on but the teacher is concerned about student understanding. The teacher says...)

The student read the next page easily, accurately, and independently.

This Time II videotaped session with Pete indicated shifts in the types of behaviors exhibited by both the student and the teacher.

- Reading work indicates the actual conversation that occurred.
- Behaviors indicate the definition of the reading work that has occurred.
- Categories indicate the designation of the exhibited reading work based on the success or lack of success of student work.

Reading Work	Behaviors	Categories
T: “Try that again.”	T: direction	
S: There, the.re.re...	S: attempt	
T; Really	T: told	Assisted
S: is a dinosaur outside?	S: read	
S: a dinosaur outside s.. (that’s not ‘said’)	S: monitoring	Independent
T: I know. What could it be?	T: question results	
S: Huh-uh	S: blank	
T: Is she pretty upset?	T: push to continue	
S: She's yelling	S: responds to question	
T: She is yelling it, but is the word 'yell'?	T: questions visual	
S: looks at the word and is silent.	S: blank	
T: No...	T: push to continue	
S: s s s say...	S: attempt	
T: She said it so loud, she sss..	T: push to continue	
S: Screamed!	S: attempt	Assisted Support

Appendix Q

Pete: First Attempt, Time III, Cow Up a Tree (level 14 with 214 words)

Text: “Come down you silly old cow,” said Grandma. “Come down, or I'll bulldoze the tree.”

Time III example of the development of the coding shows student (Pete's) difficulty with the vocabulary offered with a New Zealand text. There were examples of student difficulty to make concerns and observations clear to the teacher. The teacher had to interpret both the text and the student's language to scaffold the student's efforts.

(Student now understood the language usage and read the next three pages fluently with no errors or need for teacher scaffolds.)

- Reading work indicates the actual conversation that occurred.
- Behaviors indicate the definition of the reading work that has occurred.
- Categories indicate the designation of the exhibited reading work based on the success or lack of success of student work.

Reading Work	Behaviors	Categories
S: Come down you silly old cow,	S: reading	
S: Said Grand mom. (There's that word again-pointing at the word chunk	S: monitors	
S: of 'and' within 'Grandma' But my mom...	S: monitoring	Independent
T: Which one? You're right, just like you said, in the middle. And see 'grand'?	T: accept and correct	
S: But one 'm'! Has another 'm'.	S: monitoring	
T: Because this is 'grandma' and you said 'grand mom'. You call your grand mom, 'grand mom'.	T: explains confusion	Supported Independent
S: Come down or I'll bull...	S: read, blank	
T: Bull doze. This is a bulldozer.	T: (points to picture)	
T: Bulldoze	T: told	Supported Independent

Vita

Nancy Reed Robinson was a Fairfax County teacher for 27 years and during that time she was a Title I reading teacher with reading specialist, curriculum specialist, adult instructional specialist, and administrative certification. In that time she taught students from kindergarten through sixth grade in literacy development, especially reading and writing. She earned a Masters degree in curriculum and instruction with a reading emphasis.

In 1984, the Fairfax County School System sent her to the Ohio State University for training to become a Reading Recovery teacher-leader. While in that program, she was a teaching assistant that provided her with experiences that included teaching an undergraduate reading class, assisting in the children's literature courses, attending Reading Recovery courses, working with hard-to-teach students, and participating in the development of the Reading Recovery program.

On her return to Fairfax County, as a Reading Recovery teacher-leader, Nancy set up the first U.S. Reading Recovery program outside of Ohio. In this role, she taught teachers as a university adjunct on a weekly basis to enable them to work with the hardest students, visited teaching sights, helped teachers and students be successful, ordered materials, scheduled outside consults for the teachers, attended training conferences, and shared information about the Reading Recovery program with others in the county and state. She continued in this position for 10 years.

She returned to a local school and the classroom to resume teaching students and classroom teachers and continuing her research. During that time she was nominated and became a finalist for county teacher of the year. Since her retirement, she continues working with the school system as a consultant working in the schools and presents at local and national conferences.