

*The Reading Recovery[®]
Council of Michigan presents:*

Where Are They Now?

*A look at former
Reading Recovery students*



Michigan Reading Recovery professionals are affiliated with the Reading Recovery Center of Michigan at Oakland University in Rochester, Michigan.



Where Are They Now?

A look at former Reading Recovery® students

*Michigan Reading Recovery Regional Training Sites
Affiliated With Oakland University - 2008-2009:*

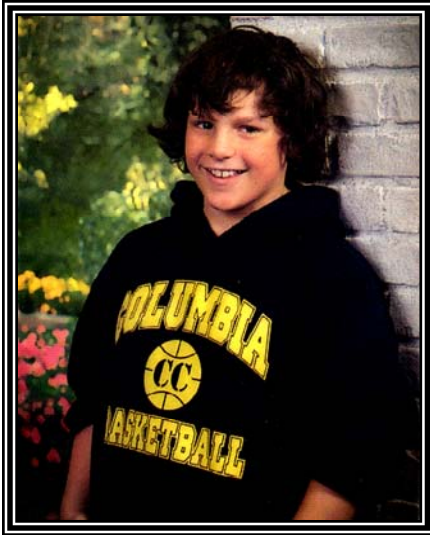
Adrian Public Schools
Battle Creek Public Schools
Dearborn Public Schools
Detroit Public Schools
Eastern Upper Peninsula Intermediate School District
Farmington Public Schools
Genesee Intermediate School District
Ingham Intermediate School District
Jackson County Intermediate School District
Kalamazoo Public Schools
Livonia Public Schools
Midland County Educational Service Agency
Oakland University—Grand Rapids
Port Huron Area Schools
Portage Public Schools
Traverse City Area Public Schools
Walled Lake Consolidated Schools
Wayne Westland Community Schools



Reading Recovery Teacher: Libby was a delight to teach in Reading Recovery and continued to grow as a reader and writer in elementary school.

Parent: Thanks to the Reading Recovery intervention at her elementary school, Libby ended first grade reading within the average of her classroom.

Classroom Teacher: Libby displays the qualities of a true author. When she was in the fifth grade, she was nominated as a Carson Scholar. A student has to have the equivalent of a 3.75 grade point average to be considered for a Carson Scholarship. She also had to display strong humanitarian qualities to be considered for this achievement. In addition, she won the Presidential Academic Excellence Award, which is given to the top student. Now that she is in the sixth grade, Libby continues to be a top-achieving student.



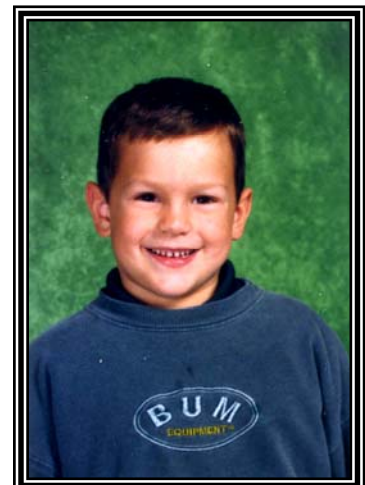
Reading Recovery Teacher: As Chris progressed through his lessons, his discoveries about how print works grew phenomenally. After Reading Recovery, Chris approached reading and writing with confidence and independence.

First Grade Teacher: Chris gained the skills and confidence he needed to succeed in first grade.

Fifth Grade Teacher: Chris is always ready to help anyone who needs help and is willing to give a word of encouragement to his classmates. Academically Chris just does not give up! He strives to stay on the honor roll because he feels he should always do his best.

Parent: Reading Recovery not only enabled Chris to learn to read, but it also gave him the life-long tools that have boosted his confidence, self esteem, and academic success. When he was in fourth grade he was able to successfully achieve top reader in the school for "March Is Reading Month" and was reading well above his class average. Reading Recovery has had a positive impact on Chris that he will take with him the rest of his life.

Child: Reading Recovery helped me so much. I went from struggling in reading to become a straight A student and the president of the student council. Reading Recovery made learning to read easy and fun.



Reading Recovery Teacher: The enthusiasm and joy of reading and writing started during Reading Recovery lessons. Kaleigh was always so involved with the story pictures, and her written stories were powerful. She wanted her reading bag filled with books nightly.

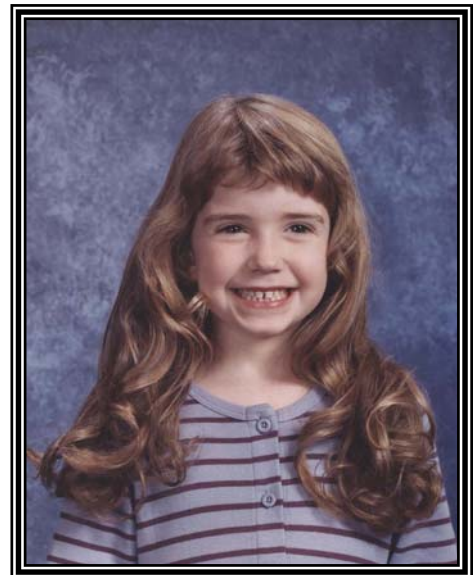
First Grade Teacher: Kaleigh wanted to learn, and it became easier for her when she developed reading and writing strategies. Reading Recovery, without a doubt, opened up the world of books for her.



8th Grade Language Arts Teacher: Kaleigh is attentive, observant, and organized. She is passionate about reading and writing.

Parent: Reading Recovery was a life-changing class for our Kaleigh. In 1st grade, she was far behind the other students. Reading Recovery taught her strategies that have helped her to this day. Kaleigh is in Forensics and participates in Prose and Storytelling tournaments. But best of all, she has been on the honor roll at middle school for every marking period for 6th and 7th grade. We truly believe she would not love school so much, or work so hard, or do so well, if it were not for her work in Reading Recovery. It truly was a miracle program, and we appreciate it so much!

Student: Going to Reading Recovery was like getting a magic key that helped me unlock a secret code in books. I read all the time. I LOVE TO READ!



Reading Recovery Teacher: Every student is unique, even when they are from the same family. Jessica, Kaitlyn and Kristin were enthusiastic learners, risk takers, and determined to succeed.

Parent: My daughters really enjoyed working with their Reading Recovery teacher. One of them recently told me that she gives all the credit for how well she's done in junior high and high school to being in Reading Recovery. The teacher even continued the work in the summer by coming to our home once a week to read with the girls.



Kristin: I liked the hands-on learning, especially using the magnetic letters. I really wanted to keep some of the books that I got to take home.

Kaitlyn: I remember learning while having fun. I wasn't doing well in class, especially in spelling. Reading Recovery really helped me to do better in class.

Jessica: I loved writing in the Jello. It tasted good!

The sisters are now Honor Roll students in high school. Kristin and Kaitlyn are sophomores and Jessica is a junior. They take a rigorous course of studies and are involved in sports, Band, and Debate. They are active in the youth program at their church and volunteer at school and in the community. They are thankful for the good start that they got in Reading Recovery.



Reading Recovery Teacher: Julia was a delightful, bubbly first grader who loved everything about coming to school. In fall testing, she easily scored high enough to go without service. Julia was attentive and easily picked up the book language and followed the pattern of the beginning leveled books. It wasn't until January that her teacher became concerned about her lack of progress, particularly in text reading. Her sister thought Julia must be dumb to have to go to a special reading class. Julia had many aha's about reading from day one in the program. The one-on-one attention was just what Julia needed to open the door to future learning.

First Grade Teacher: I couldn't believe that Julia wasn't making expected progress with her reading. She was such a creative storyteller...fashioning small moment and personal narrative stories about her vibrant, loving family. During reading groups she would listen intently, making meaning from the group conversation, not the print on the page.

It wasn't until Reading Recovery that the pieces started to fit for Julia. The individual attention and personalization of her lessons made all the difference in the world.

Fourth Grade Teacher: Seeing Julia's achievement now, I would never have guessed that she was a struggling reader at the beginning of her school career. Now she is an above average fourth grader with a creative spark for writing. Her persuasive writing piece to nominate her father for postage stamp fame was judged the most well-written of all fourth grade papers.

Parents: It is because of the dedication of the elementary staff that Julia is where she is today. Her beginnings in Reading Recovery combined with supportive educators have allowed her to blossom and grow into her learning.

Child: I am so glad that I got to go in first grade and then be in a Soar-to-Success group in 2nd and 3rd grade. All of those things helped me to be a better reader and writer.

(Julia is truly an example of how Reading Recovery can make a difference in school success.)

