

**READING AND WRITING RECIPROCITY:
THE TEACHER'S ANSWER TO FOSTERING ACCELERATED LEARNING FOR STRIVING
STUDENTS IN SMALL GROUP READING INTERVENTION**

by

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A capstone submitted in partial fulfillment of the requirements for the degree of
Master of Arts in Literacy Education

Hamline University

Saint Paul, Minnesota

August 2020

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Project Introduction

The inspiration for the development of this project was a personal goal to become a more effective interventionist to benefit students receiving reading intervention services. After years of experience teaching small group reading interventions and one year of Reading Recovery, I wondered how I could blend the two models to offer a more effective, well-rounded structure to a small group of students as opposed to the one-to-one setting. Within the structure of small group interventions, how can integrating Reading Recovery's writing/cut-up sentence component foster accelerated learning for striving students? Explicitly linking reading and writing allows students to experience the effectiveness of using the reciprocal relationship between the two processes to achieve understanding and make gains in their literacy lives. Through many years of teaching and reflection on personal experiences with literacy, it stands to reason that pursuing the development of a resource to aid teachers in supporting students who struggle with reading, writing, or both are beneficial. Initially, this resource was created for Literacy Interventionists, Reading Specialists, and Special Education teachers, but any teacher of literacy would reap the benefits of a small group guide, which weaves in a critical component of literacy from the Reading Recovery program..

Emergent literacy theory is based on the beliefs that children's development in the areas of listening, speaking, reading, and writing are all interrelated, and that the strengthening of any one of these four areas will have positive effects on the others. (Tracey & Morrow, 2015, p. 87)

Combining reading and writing into a resource for small group reading interventions will help teachers be more effective and accelerate student learning. I have created a teacher resource which outlines and describes a small group reading intervention structure containing all vital components, including the writing/cut-up sentence component from Reading Recovery, within the 30-minute intervention block. The development of this resource served as an answer to the guiding question: within the structure of small group interventions, how can integrating Reading Recovery's writing/cut-up sentence component




foster accelerated learning for striving students?

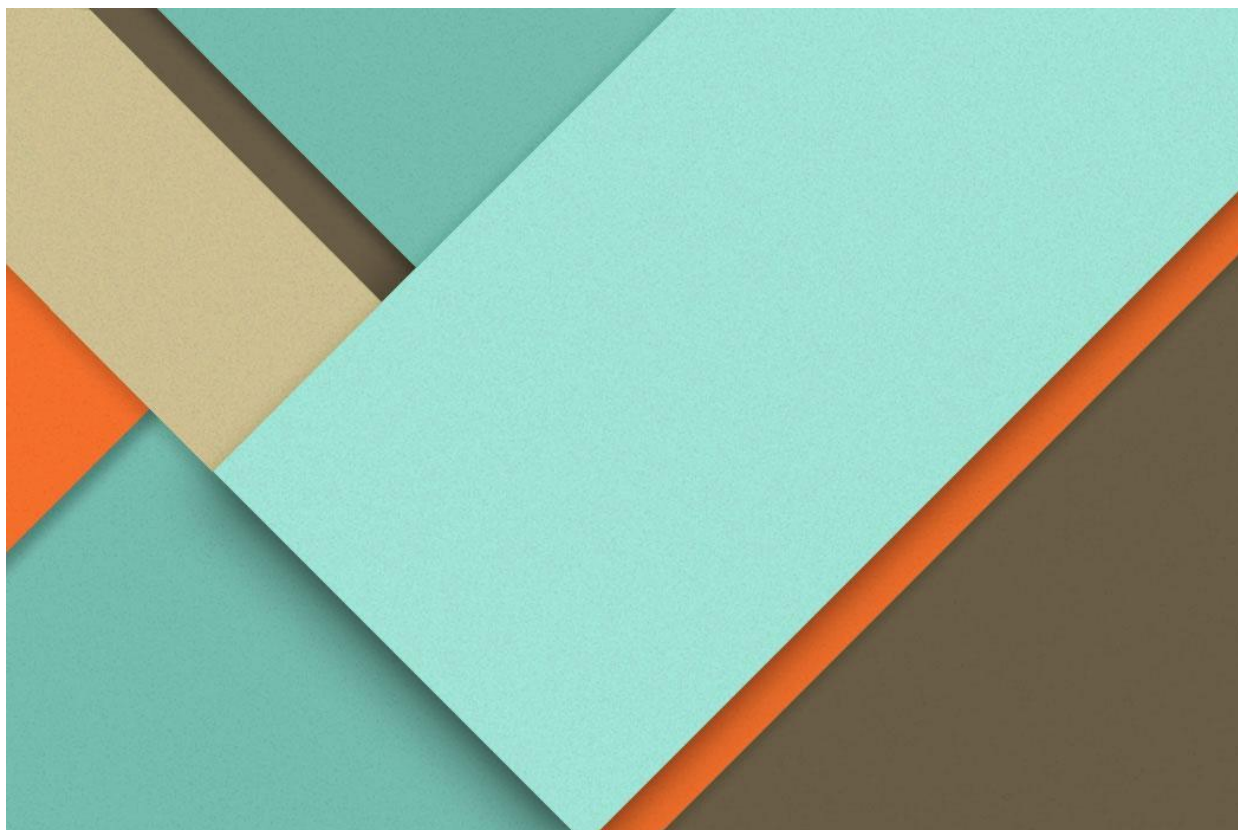
Explicitly teaching the reciprocal relationship between reading and writing allows students to experience the effectiveness of using both processes to achieve deeper understanding and accelerate literacy learning (Clay, 2016; Shaw, 2008). Writing was never a major component in my small group reading intervention work due time constraints and my trying to teach too much based on the reading behaviors of the students. Reading Recovery has writing built into the daily structure, which validates its effectiveness in the acceleration of literacy learning. Writing would not be a major component of a renowned research-based program's daily structure if it was not critical to student achievement. Learning more about how reading and writing support one another had me contemplating different ways to effectively integrate Reading Recovery's writing/cut-up sentence component into my 30-minute small group reading interventions.

Clay's (2016) structure stood out to me as being the most balanced, but I knew it would need slight modifications to accommodate small group work rather than one-to-one lessons. My main goal was to provide a simple, structured resource for literacy interventionists and teachers of literacy. Avoidance of overwhelming the target audience who already had more than they could manage successfully on their figurative plates was the secondary goal that presented itself throughout the process. The purpose of having small group reading interventions is to provide additional, differentiated support to help striving readers make accelerated growth or reach proficiency in reading (Almasi & Fullerton, 2012; Diller, 2007; Fountas & Pinnell, 2009; Risko & Walker-Dahlhouse, 2015).

The development of this resource, which offers a solid structure and routine for students and teachers of literacy, will support the acceleration of reading and writing. Writing is crucial to the process of learning how to read in early intervention because it prevents the student from neglecting many things they must know about print and reveals to the teacher how they are problem-solving (Clay, 1991a, 1991b). When students practice integrated reading and writing every day using a predictable routine in



their small reading intervention groups, they will grow to be more active and constructive learners as well as gain enhanced language and communication skills. Achieving these skills will further support accelerated growth for striving readers.



Writing/Cut-Up Sentence Integration for Reading Interventions within Small Groups

August, 2020

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Professional Development for Interventionists and Teachers of Literacy

[Google Slides Presentation and practice](#)

Video links

-Different video links will be posted so you can observe a different student. Also please note this was my first try at Reading Recovery/Literacy Lesson/Descubriendo la Lectura and still need much more practice to see even more growth

- [Familiar Reading 1](#) [Familiar Reading 2](#)
- [Running Record 1](#) [Running Record 2](#)
- [Word Work 1](#) [Word Work 2](#)
- [Writing 1](#) [Writing 2](#)
- [Cut-Up Sentence 1](#) [Cut-Up Sentence 2](#)
- [Book Introduction & First Read 1](#) [Book Introduction & First Read](#)

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Preparation

Using data and observations of what the students are able to demonstrate, decide on a starting point for the text-level based on the American Reading Company (ARC) curriculum.

- Administer the Independent Reading Level Assessment (IRLA) or the Evaluación de Nivel de Lectura (ENIL) to each student.
- Analyze the data and denote what the students are able to do well independently.

- Based on what they can already do independently or what they partially know, start thinking about individual goals for each student.
 - Be as specific as possible

Who are the students as readers and writers?

Provide some activities for the students that showcase what they are able to do independently as readers and writers. This will provide a starting point from which to build subsequent lessons.

- Ask students to read a text out loud and observe what they are doing.
 - What skills and strategies are they applying successfully and independently?
- Ask students to write words they know (or think they know) in a given timeframe of 5-10 minutes.
- Dictated sentence prompts are another great example of how the students can demonstrate how they are hearing and recording sounds in words.
- No matter what writing activity chosen, take notes about observations or use a checklist based on skills and strategies for the grade-level to determine what they already know how to do independently and where they need support.
- As you get to know your students, practice building the necessary routines for daily lessons

Organize your data

A simple way to organize this would be to keep a binder for each student or group.

- What to include in your binder:
 - Group and individual student goals
 - [Daily lesson plans](#)
 - [Running records](#)

- [Tracking sheets](#)

Goal Setting

Create a shared goal that would benefit the entire group and review it at the start of each lesson. Next, consider the needs of each student and decide where to focus first.

- For example, does the student need support in any of the following?
 - Finding first letters
 - Visual scanning left to right
 - Locating and tracking words
 - Following patterns
 - Proper phrasing
 - Hearing sounds in words
 - Attending to meaning
 - Attending to and using the sentence/text structure
 - Monitoring comprehension
 - Self-monitoring: Asking does it look/sound right? Does it make sense?

Set a goal for each student, share the individual goal with each student before each lesson, and refer back to the goal throughout the lesson.

- Suggestion: Write it on a post-it or note card for easy reference and retrieval.

Structured Daily Work

Materials needed

- Reading bags for each student

- Reading boxes or bins for each student
- Binder
- Lesson plan
 - New each day to build off the previous day according to what you observed
- Running record form
 - New each day for different student
- Data tracking sheets
 - For each student (electronic or paper version)
- Appropriately leveled texts for students
 - Familiar texts (can stay the same for a while)
 - New text (changes daily)
 - This text does not go into their box/bin or bag until after a running record has been taken on it and the student is able to read it with ease for the most part
- Writing notebook for each student
- Markers (washable, thin)
- White Post-it tape
- Sentence strips (not the big, wide strips)
- Envelopes

Follow the structure for daily lessons for your small groups of students

- Familiar reading and Running record
- Word work
- Writing/cut-up sentence

- New book introduction and student's first read

Familiar Reading & Running Record (approx. 5 minutes)

This first component should immediately follow the review of the group's shared goal at the start of the lesson in addition to each student's learning target.

- Students should read familiar texts from their reading bags or bin/box silently or in a whisper, keeping their individual reading goal in mind as well as in front of them.
 - Depending on the student, there are a few options: (1) teacher chooses the book(s), (2) teacher gives 3 book options from which to choose, (3) student chooses the book(s) on his or her own.
- Ideally, the space would allow for students to move to a different table or even turn their chairs away from the main reading table while reading their familiar texts.
- One student each day is selected to sit directly to the left of the teacher (or as directly to the left as possible). Select a different student on which to take the running record each day.


Creating a scheduled rotation will be helpful.

- Teacher takes a running record as the student reads yesterday's new text.
 - For longer texts, aim for 100-150 words.
 - Select one or two teaching points on which to focus to provide immediate feedback, prompting, and guidance after the running record.

Word Work (approx. 2-3 minutes)

Depending on the needs, this may be geared toward the entire group or separately for each student.

Time may also be a factor.

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- For the emergent student, the teacher intentionally chooses specific letters for the students to identify in a letter array based on what they partially know to extend their learning (do not group commonly confused letters such as *[b, d, p, q]*, or *[m, w], [n, u]*).
 - Practice linking letter forms to sounds (phonics).
 - Letter and word work should be practiced on a magnetic white board, ideally at eye level of the students while standing
 - For small group purposes, modify using cookie sheets in front of them on the table.
 - Students who were more advanced should work on word-solving strategies grounded in phonics and phonological awareness
 - Aspects of phonological awareness for practice: rhyming, syllable blending and segmenting, onset and rime, phoneme isolation (initial, final, medial), blending and segmenting phonemes (Diller, 2007).
 - It is the teacher's responsibility to intentionally create opportunities to connect new features, letters, and words, to what the students already know, but should not do too much at a time.
 - Try to connect word work, writing, and text specifics as much as possible.
 - Ex. If the group's goal/learning target is related to the -ue- words, try to find a text with several -ue- words for practice. Try to incorporate this into writing as well.
 - Easier with a dictated sentence: Mi mamá puede coser una máscara.

- If you are no longer using dictated sentences, use a question prompt with that word pattern: ¿Qué van a hacer el *jueves* cuando no haya clases? - prompting them to use the word *jueves* in their written response.


Writing & Cut-up Sentence (approximately 10 minutes)

Writing → At first, the teacher should use a dictated sentence that relates to yesterday's new book. Link to the word work too, if possible.

- Connect the reading, writing, & word work activities as much as you can.
- Notice what each student is doing in order to hear and record sounds in words.

Once this component is more established, using a prompt about a familiar story recently read or something that sparks the student's interest, the student will share an idea or message of their own.

- Ask the student to repeat their idea or message a few times to help them hold it in their head as they attempt to write it in their writing notebook.
 - Students use a special writing notebook with unlined paper.
 - This notebook should open up from top to bottom rather than side-to-side.
 - The top page is used as a practice page where the student can practice hearing and recording sounds in words.
 - The student can use strategies (with or without prompts or support of the teacher) such as:
 - Say the word slowly. Stretch it out to hear the sounds in order.

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- Use sound boxes (or letter boxes if the student already mastered sound boxes) to support hearing the letters in sequential order to compose the word.
 - Draw on analogy to help the student use what they already know to support problem-solving of a new word.
 - Depending on the complexity of the chosen word, you may need to write it for the student (decision-making is significant, as the teacher should not do anything for the student that they can already do independently (Clay, 2016)).
- The bottom page is used for the final message construction.
 - As the student works to write their message, observe and provide appropriate support all while writing the student's message on a sentence strip and envelope.
 - Once the student finishes the sentence, prompt them to read the message and offer positive feedback about what you observed.

Cut-Up Sentence → The next step is to cut the sentence apart. There are several ways to cut the sentence apart, depending on the student's needs:

- Word-by-word
 - Onset and rime
 - Syllables
 - Chunks for phrasing
- As you cut each word of the sentence, the student's task is to read/say the word out loud.

- The list of words is ready to be turned into a tower where you mix up the order and create a vertical “tower” of the words.
- The student needs to visually locate the first word of their sentence, drag it across to the left, and say the word out loud. Proceed like this until the entire sentence has been reconstructed. Finally, the student *reads* (not recites) their sentence out loud.
 - They may need to track beneath the words
- Their sentence can be manipulated to practice return sweep, fluent reading, and phrasing.
- In addition to locating, visual scanning, reading each word, the student also practiced monitoring their reading and comprehension while partaking in this activity.
 - Voila. The writing task transitioned into a reading task, which further solidifies the deep connection between the two practices for teachers and students.

Note that this writing & cut-up sentence component will look and feel very different from the one you observed in the video. It was challenging to try it with multiple students in the short time I had with the group before COVID-19 took over, but I am confident that with a solid routine and practice, it will be much easier.

New Book Introduction (approximately 1-2 minutes)

Teacher gives a brief overview of the text without giving away too much. Depending on what the group needs, your introduction may offer a different amount of support. To offer a little familiarity, the teacher purposefully uses specific vocabulary, phrases, or language structures from the book that might be too challenging or confusing for the student.

- It is important to remember not to front-load too much new vocabulary. It will be difficult for the student to hold on to all the new vocabulary, phrases, or sentence structures presented before reading.
- Selecting 2 - 3 new words is ideal. The teacher can always address tricky words or phrases in the moment as the student arrives at that particular page.

- Ex. *"Oh, look at the fuzzy duckling."*

Saying something like this is a subtle way to give the student a clue about the word they will see on the page. By using that word and matching it to the picture (if available) it will help the student anticipate the word *duckling* instead of *duck* or *chick*.

- Ex. *"Off they went!"*

You can also help with phrases that may be unfamiliar to the student. We do not speak like that so it may be challenging for the student to read that phrase and make sense of it on their own.

Students' First Attempted Reading of the New Book (approximately 10 minutes)

After you read the title of the book (teacher always reads the title) and keeping the book introduction in mind, the students attempt to read the new book for the first time.

- Students whisper-read, use whisper phones, read in their head, or read directly to the teacher in a quiet voice.
- The students apply what was already known in order to read the new text successfully while the teacher observes and offers appropriate levels of support as they navigate the new text.

Reflection, Analysis, and Lesson Planning

I. Today's lesson

Reflect

Break today's lesson down by each component (familiar read, running record, word work, writing & cut-up sentence, reading new book) and ask yourself:

- What went well & why?
 - Pacing, transitions, focus
- Was this an appropriate text for them? Why/why not?
- What did you notice your students doing well on their own?
- What did you notice your students doing with partial support?
- Is the group's goal still appropriate? Are the individual goals still valid?
 - Do any of them need to be adjusted?
- Did you offer the appropriate level of support for word work, writing/cut-up sentence, the new book introduction, & first read?

Analyze

Analyze the running record to see what the student was doing successfully and analyze their errors using MSV (meaning, structure, visual) to notice what the student *is* using while Reading (Lyons, Pinnell, & DeFord, 1993).

- Meaning -Did the student maintain meaning?
 - Text: Mi *mamá* tiene un coche nuevo.
Student: Mi *madre* tiene un coche nuevo.
- Structure -Did it make sense for the student to read the words the way they did?
 - Text: Mi mama *tiene* un coche nuevo.
Student: Mi mamá *quiere* un coche nuevo.
- Visual -Was the error visually similar to what was presented in the text
 - Text: Mi mamá *tiene* un coche nuevo.
Student: Mi mamá *tenía* un coche nuevo.

Plan

Use today's data and observations to plan tomorrow's lesson

II. Tomorrow's lesson

Use today's lesson and data to guide your lesson for tomorrow

- What do your students already know how to do independently?
- What do your students know to do with some support?
 - Focus here
- As much as you can, connect the text, word work, and writing components


Bonus feature:

Wood's Levels of Contingent Support

When considering how much or how little support to provide students, a great resource is the [Levels of Contingent Support by David Wood](#).

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