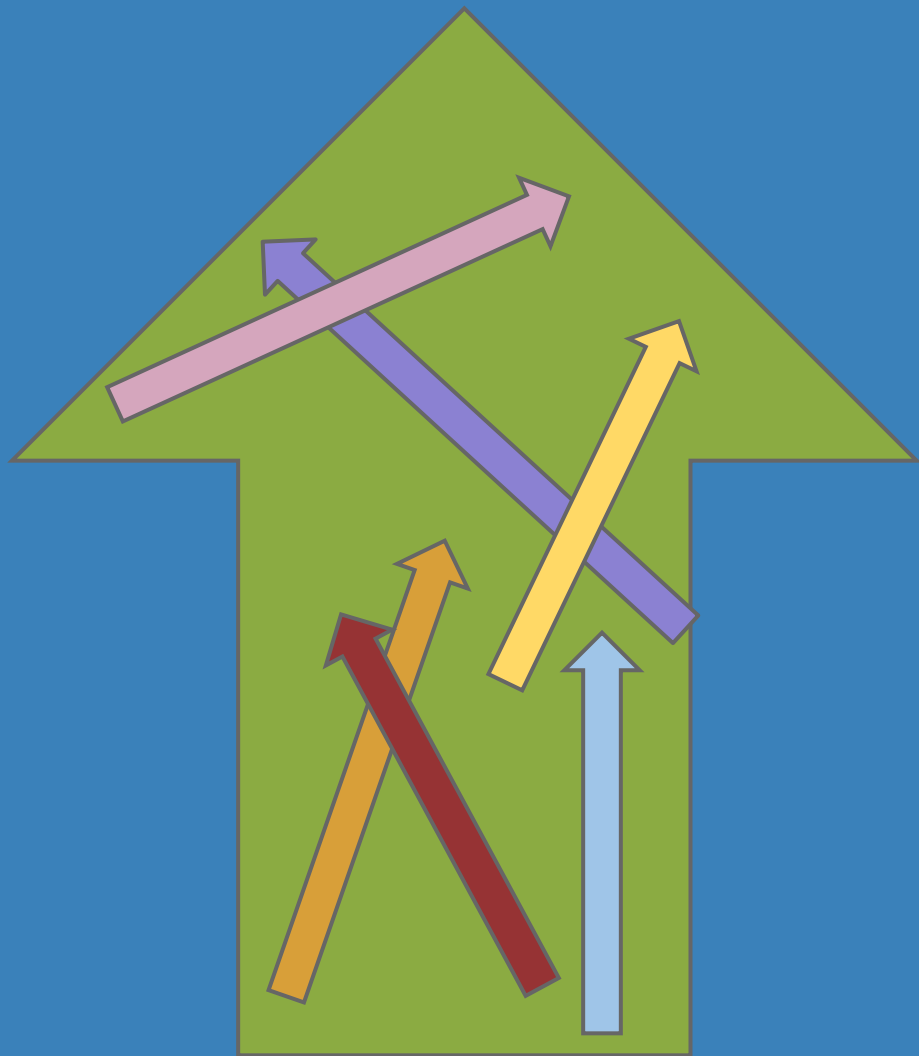




K-2 Comprehensive Literacy Model



December 2014
Tonya Person
Reading Recovery Teacher Leader





To classroom teachers, keep as many children as you can away from the need for individual help by quality classroom teaching.

To early intervention program specialists, take as many of the slowest learners as you can to relative independence in the classroom and away from long-term help.

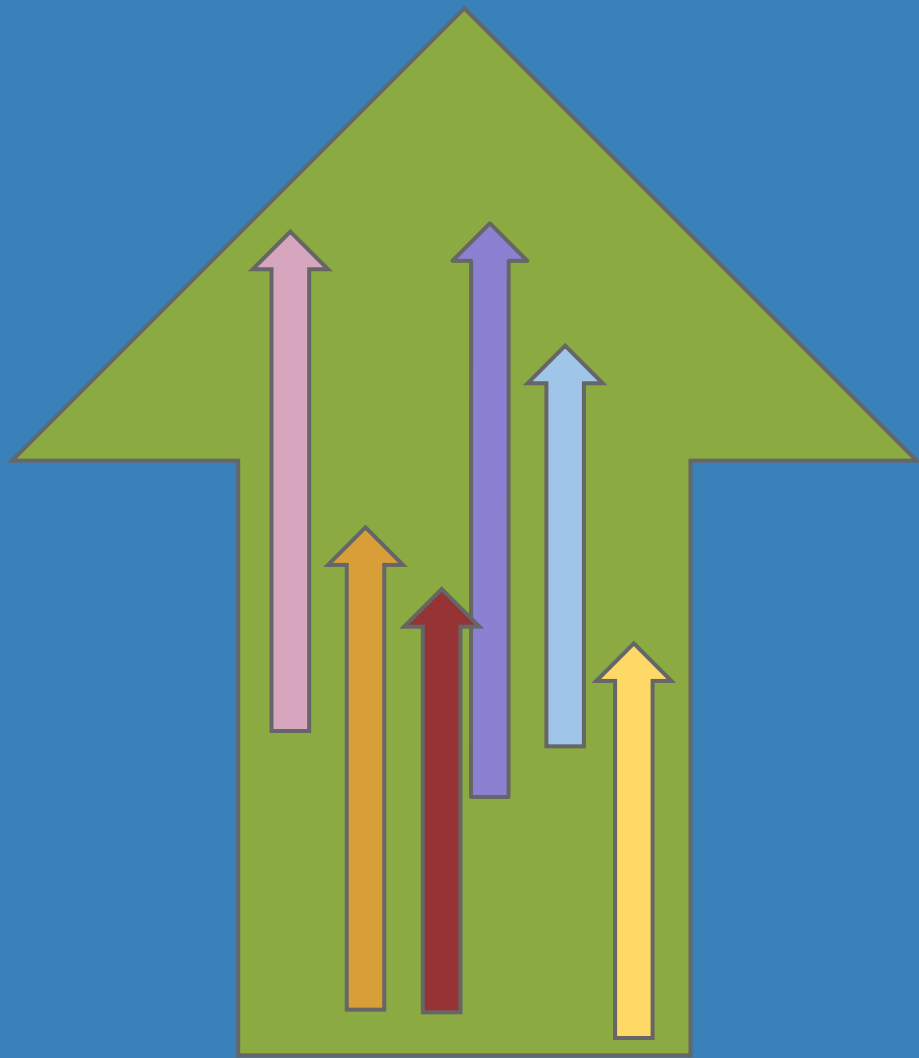
To administrators, provide longer-term help for those few children who need it immediately following completion of their supplementary one-on-one tutoring.

By Different Paths to Common Outcomes

Marie Clay, 1998

Professional Development & Coaching





Community Writing
Shared Reading
Interactive Read Aloud
Shared Writing
Guided Reading
Writer's Workshop
Independent Reading
Independent Writing

Build capacity in learners



Common Assessment Tools





Problem solving
team meetings



Collaboration



Continuous
Improvement