

Supporting Literacy Competence (SLC)

Supporting Literacy Competence is a daily, thirty-minute, one-to-one intervention for struggling first-grade readers. SLC was developed to provide a cost-effective, balanced reading program, following the principles and lesson format of the researched-based, highly effective* Reading Recovery model.

Supporting Literacy Competence is an additional reading program and does not replace Guided Reading in the regular classroom. SLC lessons are *individualized* to meet the needs of each student. The instructor uses observations to identify strengths and weaknesses in reading and writing. Daily running records are taken of the child reading text, to diagnose and plan for future lessons.

In the beginning of the SLC program, the child practices concept of print activities, such as, one-to-one matching text to voice, left to right reading, and the purpose of punctuation. The child is taught letter/sound relationships in every lesson. Learning new and reinforcing known letter sounds are practiced daily using Foundations picture cards.

Lessons consist of identifying, locating, and isolating high frequency words from text, rereading familiar books, introducing and reading a new book, discussing new vocabulary, and writing a sentence based on the story read. The instructor models and guides the child to utilize **reading strategies** when faced with unknown words. The ability to decode and “tap out” sounds in words is practiced during reading and writing of the dictated sentence.

The child is always encouraged to think about and make sense of the story read. Comprehension is supported by checking the child's ability to retell stories in sequence, including the main events and details. The instructor models fluency of text by reading with good expression, proper pacing, and attention to punctuation. Rereading of familiar text and books brought home for homework support the child's ability to read fluently.

During the writing component of the lesson, the proper use of uppercase and lowercase letters and support with letter formation is provided. The initial, medial, and endings of words are heard, recorded, and spelling patterns are noticed. The child begins to spell high frequency words correctly.

The overall goal of the SLC program is to encourage students to be strategic readers and writers, build confidence and independence, meet grade-level expectations, and find the joy in reading.

**What Works Clearinghouse*, a branch of the United States Department of Education (USDE) and the Institute of Education Sciences (IES), documented results from five studies that showed *Reading Recovery*® had positive effects on alphabets and general reading achievement and potentially positive effects on fluency and comprehension (Dec, 2008).