



**2012-2013**

# Canadian Institute of Reading Recovery® Summary of Progress



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## Reading Recovery Changes Lives

Reading Recovery is an effective early literacy intervention designed to dramatically reduce the number of children with reading and writing difficulties in an education system.

Reading Recovery identifies the lowest achieving children early and provides an individually designed series of lessons delivered by a specially trained teacher. Six-year-old, Grade One children who have not responded well to classroom instruction, and thus have not developed effective patterns of literacy learning, can make accelerated progress and be brought to the average level of the classmates within approximately 12 – 20 weeks of individual instruction. They are then able to benefit from classroom instruction.

Reading Recovery was developed in New Zealand by educator and psychologist, Dame Marie Clay. Since 1984, Reading Recovery has also been successfully implemented in several countries around the world including Australia, Canada, the United Kingdom and the United States. It has been available to Canadian children since 1992. Beginning in 1998 it was also available in French.

Canadian children in The Yukon Territory, British Columbia, Alberta, Manitoba, Ontario, Prince Edward Island and New Brunswick had access to Reading Recovery in 2012-2013.

The range of reading achievement, in any class at any age level, varies widely for a variety of reasons. Effective implementation of Reading Recovery has been demonstrated to reduce the range of readers within the classes of children in lessons and thus support the classroom teacher in delivering quality instruction for all students.

Reading Recovery is not solely concerned with improving students' reading and writing skills. The term "recovery" implies a clear objective: to have students acquire efficient patterns of learning -- patterns that enable them, by the end of their supplementary lessons, to work at average levels for their classes and continue to progress satisfactorily within their own school's instructional program.

**On-going data collection, research, and analysis show that most students do maintain their gains to and beyond the end of grade three as long as classroom literacy programming continues.**



***It should be stressed that Reading Recovery can be used with children from any classroom curriculum. After a brief period of help that is supplementary to the ongoing activities of the classroom, it brings the hardest-to-teach children to a level where they can be full participants in the curriculum adopted for that classroom.***

*Marie Clay  
(2005, p. i)*

## Most children make exceptional progress in Reading

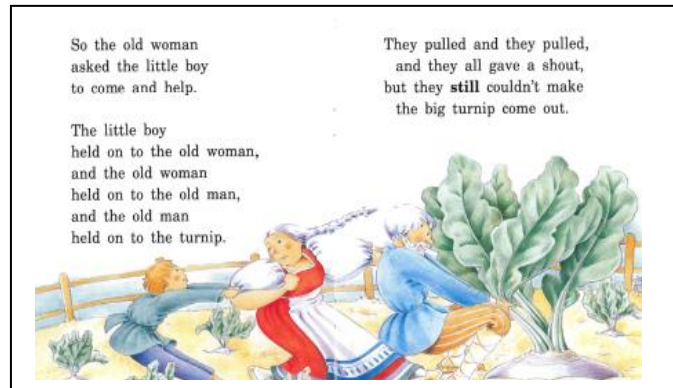
While they may begin lessons able to read ....

(Mom, Level 1)



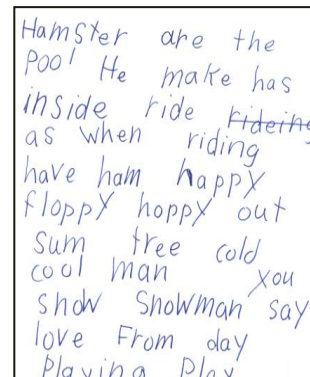
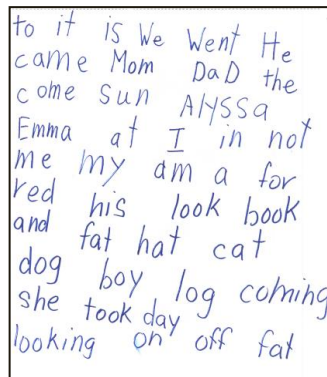
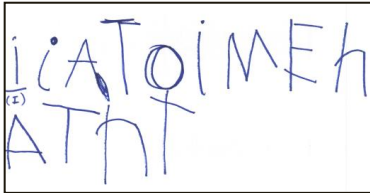
They end their lesson series able to read ...

(The Tale of the Turnip, Level 16)



## And in Writing

Many students begin lessons writing a few sounds, they leave knowing how to write many words...



## ...and all children progress

Children who **discontinued** lessons are recognized as making **exceptional progress**, while **the referred** group falls into two categories:

- students who made **substantial progress** and are recommended for longer term, in-class literacy support
- those who made **limited progress and are recommended for longer term specialist support**. This happens early in their school careers before a pattern of frustration occurs.

## Time spent in Reading Recovery

Reading Recovery is a short-term intervention that is supplementary to classroom literacy instruction. During the 2012-2013 school year, children needed, on average, between 66 and 80 30-minute lessons extended over 17 to 22 weeks. This is equivalent to about half of one school year, or 6 to 8 full days of school in order to develop a reading **and** writing process that will enable them to fully benefit from classroom instruction.

## Boys and Girls



The number of boys included in Reading Recovery in 2012-2013 was moderately higher than the number of girls. A total of 3,818 boys and 2,565 girls were included in Canada, or a ratio of approximately 3:2. The outcomes for each group were not significantly different, with 70.6% of boys and 75.4% of girls having made exceptional progress were thus able to benefit from classroom instruction without further need for one-to-one support. The remainder of the children, 29.4% of boys and 24.6% of girls, identified for further support from school personnel.



## Observations from the field

My daughter is in Kindergarten and in June she just started to read and really take interest in words. She always loved books, but was very happy to just look at pictures and have us read to her. In her grade one class she does so much writing, so I'm sure that love of writing really helped foster the reading. Now, she loves to read to us all the time. Before she goes to bed, she reads 4 books to me and 2 books to my husband. We're using the PM books and she is reading the level 8 and 9 ones. It's amazing as a mom, but also as a teacher to see her progress.... makes me think a lot about the books and my teaching!

## Teacher-Student Ratio for Students Struggling in Literacy

Some administrators have argued that small group instruction delivered by teachers trained in Reading Recovery is just as effective as the instruction delivered daily and one-to-one by these same teachers. To address this question Schwartz, Schmitt, & Lose (2012) used a randomized control trial methodology to evaluate the effect of variations in teacher-students ration on intervention effectiveness delivered by teachers trained in Reading Recovery. Even with the expertise of these teachers, students in the 1:1 condition scored significantly higher on the text reading measure than students in the 1:2, 1:3, and 1:5 group conditions. The researchers concluded that a sound approach would be comprehensive in nature with provision for one-to-one early preventive instruction for the lowest achieving learners, effective small group instruction for less struggling older learners, strong classrooms for all, and longer term intervention for the very few children who continue to need intensive support in later grades.

## Arranging for Success

### What difference does time in lessons make?

- Students who **made exceptional progress spent** approximately **18.8** weeks in Reading Recovery and averaged 3.7 lessons per week. The referred group spent an average of 20.4 weeks in lessons, and average 3.6 lessons per week.
- Data clearly suggests that maintaining the primacy of instructional time is essential to progress
- If new children are taken into lessons in a timely manner, more children will benefit from Reading Recovery.

### What effect does regular communication with the classroom teacher have upon perceptions of student progress?

- An exploration of the benefits of regular and purposeful communication for children completing lessons
- We will continue to search for answers to the question, “How can communication ease the transitioning of children from individual lessons to classroom instruction alone?”



### Observations from the field

One school is fast developing a comprehensive literacy plan designed to support all literacy learners. The plan includes:

**school-wide involvement** in the divisional writing project

**daily reading and writing** instruction supplemented by **regular guided reading sessions** employing student interns

**Reading Recovery monitoring data is a topic of conversation** as the team strives to arrange for success for all literacy learners.

**Their plan to support continued success** for former Reading Recovery students is simple: to begin conversations with teachers about former Reading Recovery students at the beginning, rather than only near the end of the school year.

## Relationships with families

Data suggests that children who attend school on a regular basis are more likely to discontinue in a timely manner and experience greater success and engagement in school. Relationships between school and families need to be built in order to support success for all children. Plans must be developed to promote regular daily attendance where truancy is an issue.



## A Letter from Parents of a Reading Recovery Student

*Dear Reading Recovery Teacher,*

*Our son is a changed boy! Thank you for including him in Reading Recovery. When he started grade one we had no idea that he was not as successful as the other children in his class and since he is our oldest child we had nothing to compare. What we noticed by the end of the first week was that he wasn't the same happy boy who had skipped off to school on the first day. It was a relief to us when the Reading Recovery teacher phoned to let us know that she was keeping an eye on him as well.*

*Once he started to work with the Reading Recovery teacher his enthusiasm for learning came back! He loves to read to us and asks lots of questions when we read to him. He has been writing little notes and leaving them around the house.*

*We are proud of him and thankful to you and the school for giving him such a wonderful opportunity. Now he has the important skills of reading and writing that he will the rest of his years in school and beyond. We hope that all children across Canada have access to this kind of support*

*Solange and Dan, Marc's parents*



## Three major components are necessary to a successful implementation:

- the daily teaching of children
- the training of teachers and their ongoing professional development
- the implementation of a comprehensive literacy plan that includes effective coverage in all schools

Only with all three components in place will the full benefits of Reading Recovery be evident and sustainable.



### PROFESSIONAL DEVELOPMENT FOR TEACHERS

During the 2012-2013 school year **1,078 Reading Recovery** teachers and **52 Teacher Leaders** provided support in **902 schools** across Canada.

**Teachers in Training** attend 4 half-day sessions on assessment and participate in 18 in-service sessions over the course of a year. At each session teachers view and discuss 2 live lessons delivered by their colleagues. Teacher Leaders gather data for each child included in Reading Recovery.

**Continuing Contact groups** meet a total of 8 times throughout the year. At each session teachers continue to observe two live lessons delivered by their colleagues, tussle with problems, debate the most powerful teaching decisions, and discuss implementation issues using theory and reflecting on their own practice. Data is gathered at each session so that time in lessons, instructional text levels and writing vocabulary for each student are reported to the Teacher Leader.

Data is gathered for each student at entry, exit, and year end by **all** teachers and Teacher Leaders. All teachers received in-school coaching and support by **specialty trained Teacher Leaders** who in turn receive support by **Reading Recovery Trainers**.

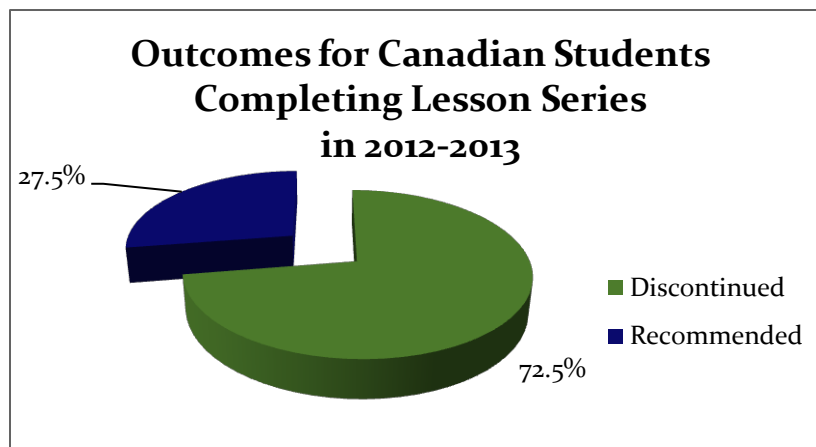
### Empirical Support for Reading Recovery

The What Works Clearinghouse (WWC) published intervention reports that assess research on beginning reading curricula and instructional strategies for students from Kindergarten through to Grade Three. By fall 2011, the WWC had reviewed studies for 171 programs in the beginning reading category, and only 26 met their rigorous standards. The WWC translates effect sizes from research into an improvement index that reflects the change in a student's percentile rank that can be expected if the student has the intervention. Schools use these index ratings to make informed decisions while selecting the right programs for their students. Among all programs reviewed, Reading Recovery received highest results with positive effects across all four of the literacy domains: alphabetic

## Progress in Reading Recovery 2012-2013

During the 2012-2013 school year, a total of **9,462 children** in **1,082 schools** received Reading Recovery. Of these children

- **1094 had their lesson series carried over** from the previous year and were in Grade two.



- 6,465 grade one children were taken into lessons. This represents 18.1% of the total grade one population of 36,305 children who had access to Reading Recovery.
- All children are assessed upon entry and exit using *An Observation Survey of Early Literacy Achievement* (Clay, 2013).
- A total of **4,172 children made exceptional progress** and at the time their lesson series was **discontinued**, were reading at, or above, the average reading level for their classes. While benefitting from Reading Recovery, **1,581 children made progress, and were identified as children requiring some extra support. This identification occurred early in their school careers and they were referred and recommended for longer term literacy support** in the classroom or further specialist intervention. A further **1,169** children will carry over their lesson series into the 2013-2014 school year.

Data was collected for all children included in lessons

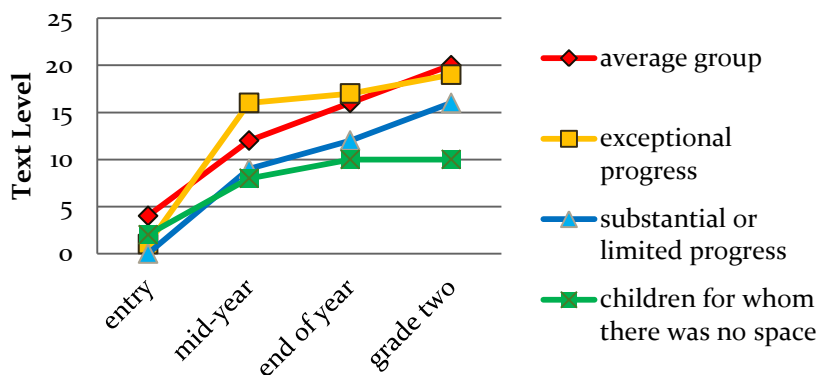
- 4,172 children had individual support **discontinued** as they had made exceptional progress and were working within the average range for reading and writing in their specific classrooms.
- 1,581 children were **recommended** for longer term support within the classroom or specialist support.
- 288 children **moved** before completing their series of lessons
- 349 children were **progressing but unable to continue in lessons** primarily due to lack of program availability in their schools.



## Progress in Reading and Writing

All students in Reading Recovery make progress in both reading and writing. Most students made exceptional progress and joined the average band in the classroom, able to benefit from classroom instruction without supplementary support. Illustrated in the figures below, is the progress made by four groups of students in Instructional Text Level and in Writing Vocabulary (the number of words the student is able to write in 10 minutes). The four groups represented in the figures are: the average students in Grade One, Reading Recovery students that made exceptional progress (able to have their lesson series discontinued), the Reading Recovery students that made substantial or limited progress (identified as requiring longer term or specialist support), and students who needed Reading Recovery but were unable to receive support as there was insufficient space available.

### Progress in Instructional Text Level for Reading Recovery Students 2012-2013



### Progress in Writing Vocabulary for Reading Recovery Students 2012-2013

