

PRINCIPAL INFORMATION SERIES

You have a key role in protecting the school's investment in Reading Recovery by setting conditions that support strong outcomes for first-grade children who find learning to read and write most difficult.



Reading Recovery

BEGINNING AND TRANSITIONING LESSONS

The economy of Reading Recovery is based, in part, on the effectiveness of the implementation model and accelerative progress of individual children.

A rule of thumb is that each Reading Recovery teacher (1/2 FTE) teaches 4 students in one-to-one, 30-minute lessons for 12–20 weeks. As each student completes the series of lessons another student takes his place, ensuring the teaching of at least two rounds of students (8–10) each school year.

In order for this model to be successful, assessment at the beginning of the school year and during transition to the second round of students must occur efficiently and quickly.

Why this is important and questions to ask

Ensuring lessons get off to a quick start at the beginning of the school year

Students should be assessed quickly and efficiently and start lessons as soon as possible to ensure that at least two rounds of students have time to complete their series of lessons during the school year.

- Are Reading Recovery teachers available to assess first-grade students within the first 2 weeks of the beginning of school to determine those needing Reading Recovery?
- How efficiently are children being assessed and selected so that entry into lessons occurs in a timely manner?
- How quickly are lessons starting in the fall following student selection?

Transitioning to and completing a second round of lessons

Transitioning lessons quickly and continuing lessons as long as possible is based on the need for time for the second-round children to receive a full series of lessons before the school year ends. "Initial testing and selection of children, quick start-up of teaching, timely assessment to discontinue a series of lessons for successful children, and the start of the next child's lessons must occur as quickly and efficiently as possible" (Site Coordinator's Guide, p. 47).

- Are Reading Recovery teachers assessing and selecting new students in lessons within 2 days of a teaching slot opening up?
- Are lessons beginning immediately after student selection?
- Do Reading Recovery teachers who need help with problem solving and/or needed support receive visits from their teacher leader in a timely manner?
- Are Reading Recovery teachers' schedules arranged so they can continue instruction to the end of the school year — as long as students are available?
- Are too many children left with incomplete interventions at the end of the school year?

Teaching for student acceleration

Children who are lagging behind in literacy learning must make faster than average progress in order to catch up to their peers and continue to work on their own within an average group setting in the regular classroom program. Daily, one-to-one lessons by highly trained teachers who work from the student's strengths is essential to making accelerative progress. Quick starts, daily lessons, and accelerated learning are outcomes of efficient, cost-effective implementation.

- Are Reading Recovery teachers' schedules protected so that they can teach daily lessons?
- Are all Reading Recovery students receiving daily lessons?
- Are teacher leaders monitoring and/or making early visits to teachers to support early acceleration during lessons?



Resources

A principal's guide to Reading Recovery (2012). Worthington, OH: Reading Recovery Council of North America.

Schmitt, M. C., Askew, B. J., Fountas, I. C., Lyons, C. A., & Pinnell, G. S. (2005). *Changing futures: The influence of Reading Recovery in the United States*. Worthington, OH: Reading Recovery Council of North America.

Simpson, A., Martin, K., Thornton-Reid, F., Embry, J., Smith-Burke, T., Askew, B., Gómez-Bellengé, F. (2006). *A site coordinator's guide to the effective implementation of Reading Recovery*. Worthington, OH: Reading Recovery Council of North America.

Standards and guidelines of Reading Recovery in the United States (8th ed.). (2017, updated 2018). Worthington, OH: Reading Recovery Council of North America.

<https://readingrecovery.org/reading-recovery/implementation/standards-guidelines/>