

PRINCIPAL INFORMATION SERIES

Reading Recovery has the potential to dramatically improve the learning trajectory of your most-early learners. It is important that each student who needs Reading Recovery receives this powerful intervention.



Reading Recovery

REACHING EVERY STUDENT

Full implementation is defined as the capacity of a school to serve every first-grade student who needs Reading Recovery as a literacy intervention (Briggs & Honchell, 2016, p. 44). This means allocating sufficient staffing and teaching time to serve the most at-risk children in the first-grade cohort (Standards and Guidelines, p. 4). Schools often move to full coverage over time.

Benefits of full implementation

- **Reduction in achievement gaps** - Schools that realize the goal of full implementation over several years find there is a dramatic reduction in the numbers of children with literacy difficulties (May, Sirinides, Gray, & Goldsworthy, 2016).
- **Demonstration that low-achieving children can learn** - Many children labeled as dyslexic experience reading difficulties because of inadequate instruction and not because of biological reasons (Vellutino, Fletcher, Snowling, & Scanlon, 2004). Reading Recovery can be expected to alter perceptions and expectations for many children.
- **Reduction in retention and long-term support** - Return on your investment in Reading Recovery often results in reduced grade-level retentions and fewer children needing longterm support from compensatory programs such as Title I (Principal's Guide, p. 42).
- **Reduction in special education referrals and placements** - Collaboration between Reading Recovery and special education professionals in the school benefits children by ensuring an early intervention prior to determination of special education eligibility as part of the school's RTI plan (Principal's Guide; Lomax, 2018).
- **Support for students learning English** - Research shows that children for whom English is a second language profit greatly from Reading Recovery lessons or from Descubriendo la Lectura, a Spanish reconstruction of the intervention (Lomax, 2018; Torres-Elias, 2017).
- **Increase in students' academic progress, self-esteem, and w** - When all children have the opportunity to become successful readers and writers, the benefits are incalculable (Principal's Guide, p. 42). Within a short period of time, most children are on a path to experience success from classroom instruction without needing further individual support (Clay, 2016, p. 12).

Planning for full implementation

- **Use data to monitor need.** A good estimate is that approximately 20-25% of the first-grade population will need Reading Recovery. Some schools will need more, some less depending on the number of children not reaching grade-level literacy (Clay, 2005a, p. 7).
- **Commit to the selection of the lowest students.** According to Clay, "We must consider all children in the age group, and not exclude any child for social or psychological or physical problems (unless the child has already been admitted to a special assistance programme with a trained professional) [*italics added for emphasis*] (Clay, 2005b, p. 1).
- **Hire sufficient numbers of teachers trained in Reading Recovery.** Plan for approximately one teacher trained in Reading Recovery per two first-grade classrooms (Standards and Guidelines, p. 44).
- **Allocate sufficient teaching time.** Create schedules to ensure that children receive daily 30-minute lessons. Protect teachers' schedules so they are available to teach daily (Principal's Guide, p. 57; Brymer-Bashore, 2018).
- **Encourage collaboration among stakeholders.** The relationship between the Reading Recovery teacher and classroom teacher is critical to the individual child's success (Principal's Guide, p. 58).
- **Coordinate Reading Recovery with the classroom literacy program.** When faculty and staff share the vision of success for all children, the potential for successful implementation is enhanced. School teams ensure discussions about children during the intervention and the monitoring of Reading Recovery children in subsequent years (Principal's Guide, p. 40-41).
- **Monitor student outcomes.** Information from the International Data Evaluation Center (IDEC) provides you with data about implementation and reports to help you examine school data that may affect outcomes (Principal's Guide, p. 58).
- **Integrate Reading Recovery into the school's comprehensive literacy plan.** The visibility of Reading Recovery institutionalizes the intervention as a safety net available for first graders struggling to read and write (Principal's Guide, p. 40).

Resources

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- Principal's guide to Reading Recovery. (2012). 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 of North America.
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- Vellutino, F. R., Fletcher, J. M., Snowling, M. J., & Scanlon, D. M. (2004). Specific reading disability (dyslexia): What have we learned in the past four decades? *Journal of Child Psychology and Psychiatry, 45*(1), 2-40.

