Dr. Marie Clay is recognized throughout the world for her work in Reading Recovery; however, many classroom teachers and professionals are also thankful to her for the development of An Observation Survey of Early Literacy Achievement (Clay, 1993), which guides their day-to-day work. To date, the Observation Survey has been adapted for three languages in addition to English: Spanish, Maori, and French. This article briefly describes the current status of Reading Recovery in French.

The story of Reading Recovery in French actually began 13 years ago with the redevelopment of Reading Recovery in Spanish. As part of the overall program development for Spanish, researchers decided that the observation tasks, originally designed for English children, needed to be adapted. In the Spanish version of the Observation Survey (Escamilla, Andrade, Basurto, & Ruiz, 1996), the creators emphasized the importance of not having a literal translation but a conceptual reconstruction of the tasks. Numerous issues had to be considered when adapting an achievement measure for assessing students from other cultural and linguistic groups. Some of the issues to be considered included differences between Spanish and English as they related to language structure, sound systems, syntax, and semantics; cultural differences also needed to be taken into account.

In 1995, a plan for the redevelopment of Reading Recovery in French was conceived in collaboration with Marie Clay. The plan required that the reconstruction process be applied again to create the French adaptation. The first implementations of Reading Recovery in French have been conducted in Canada because the nation has two official languages, English and French. Although the majority of the French population in Canada is located in Québec, there are French communities in every Canadian province. In 1998, I, a Canadian Francophone, studied in New Zealand to become a Reading Recovery trainer of teacher leaders.

During a visit to Nova Scotia in March 2000, Marie Clay met with the Nova Scotia Minister of Education and those involved in the adaptation of Reading Recovery in French. She expressed her approval of the work completed and participated in the planning of future directions. From left to right: Leona Delorme, teacher leader for the Halifax Regional School Board; Gisèle Bourque, trainer; Marie Clay; Jane Purves, Nova Scotia minister of education; Janet Bright, teacher leader for the Halifax Regional School Board; Ann Power, director of student services division for Nova Scotia Department of Education; and Allan Boudreau, coordinator of student services for Nova Scotia Department of Education.

My tuition was funded by the Canadian Heritage, an agency of the Canadian government. At the same time, the Nova Scotia Department of Education carried out reconstruction of the Observation Survey for the French language.
A comparison of English and French shows many similarities but also many differences. For example, English and French share the same letters of the alphabet, but the French language includes the use of accents as illustrated in this sentence: *Le garçon va arrêter ici avant d’aller à l’école.* Many children who are learning to read in French have already encountered some of those accents, either in their names or in other familiar words. In the adaptation of the Observation Survey to French, children demonstrate their knowledge of accents in two sections: Concepts about Print and Hearing and Recording Sounds. In Concepts about Print, children are asked if they know the names of the accents. In Hearing and Recording Sounds in Words, they are asked to write sounds which sometimes are represented by an accent such as found in *école.* These simple examples illustrate why reconstruction, not simply translation, is essential for adapting Reading Recovery to another language group.

With the initial adaptation complete, developers of the French reconstruction conducted validation and norming research. These studies were carried out in 2000–2001 under the auspices of the Canadian Institute of Reading Recovery/Institut canadien d’intervention préventive en lecture-écriture.

The French version of Reading Recovery is named Intervention préventive en lecture-écriture. It refers to the nature of the program: a preventative intervention in reading and writing. While choosing the name, developers considered two concepts: learning early literacy skills and providing a second chance for struggling beginners. During the school year 2000–2001, a pilot study of Reading Recovery teachers teaching in French was conducted. This year, 2001–2002, 20 teachers and 2 teacher leaders are being trained in Intervention préventive en lecture-écriture and are now delivering the program to children learning to read in French.

**References**
