As an evidence-based intervention to help struggling readers catch-up with their peers, the Reading Recovery Community values ongoing research into our common philosophies and daily practice. The Science of Reading Recovery involves timely, continuous, and rigorous research to advance our work, improve our impact, and ensure Reading Recovery continues to meet the needs of both our educators and students as they change over time.

Informed by a comprehensive web-based Feedback Forum of members of our community plus ongoing conversations by the Research Committee, this Research Agenda builds on our existing strengths in long-standing research practices, and identifies a series of priority areas to guide scholars working in Reading Recovery about the key needs of exploration to continuously improve our work.

The Five Pillars of the Reading Recovery Research Agenda

☞ What are the instructional factors of Reading Recovery Teachers that impact student outcomes?
   Reading Recovery is dependent upon effective teaching and instruction to obtain positive outcomes for struggling readers. Research into how teachers that engage in Reading Recovery can best develop, enhance, and utilize their skills so that they provide the most impactful intervention is imperative.

☞ What is the impact of Reading Recovery lessons on students?
   Expanding our understanding of how Reading Recovery impacts students during and after the intervention will help identify ways we can strengthen our work with others. This includes a focus on both reading and writing skills directly addressed in the lessons, as well as other social-emotional outcomes of the intervention. Additionally, a specific priority is understanding the long-term impact of Reading Recovery later in the students’ academic career.

☞ How does Reading Recovery address equity & inclusion, and impact population sub-groups differently?
   Marie Clay was committed to equity and inclusion to ensure that Reading Recovery is responsive to the most vulnerable struggling readers. Exploring how our current practices and strategies are culturally responsive is essential to meeting our students where they are. Additionally, identifying if, how, and why practices impact marginalized populations differently will allow us to understand ways to enrich our work with the many subpopulations we serve.

☞ What school and district level practices strengthen our work and impact on students?
   Every implementation of Reading Recovery is different based on the unique contextual factors of each setting. Understanding those factors at the school and district levels that strengthen our implementations will allow us to reduce variability in Reading Recovery, enhance fidelity to our Standards and Guidelines, and strengthen our overall impact.

☞ How can our research methodologies, data gathering, and assessment practices change to better understand and improve our impact on students?
   Data is core to Reading Recovery. Exploring our methodological practices in the design, analysis, and reporting of Reading Recovery lessons will allow us to improve our assessment and research, better understand the constantly changing factors in our work, and more powerfully communicate our impact to others.

As individual scholars and practitioners, groups, and structures within the Community (e.g., Committees), begin to explore ways to make contributions to the Scholarship of Reading Recovery, we hope they will use these identified focus areas to help shape their future research exploration so that they can be the most impactful in meeting the needs of the Reading Recovery Community.