



Understanding Reading Recovery

A Comprehensive Model of Instruction

READING RECOVERY: THE INTERVENTION

Reading Recovery® is an early intervention designed to provide first-grade students struggling to acquire beginning reading and writing with personalized instruction to accelerate their learning and alleviate the need for ongoing remedial reading support. The Reading Recovery intervention offers students daily, one-to-one instruction for up to 20 weeks.

Reading Recovery is not a classroom program. Reading Recovery is not a whole language program or a balanced literacy program, both of which serve as classroom programs. Importantly, Reading Recovery's theoretical foundation, **the literacy processing theory, contrasts significantly with the psycholinguistic theory and whole-word model of whole language and balanced literacy approaches.**

READING RECOVERY: THE MODEL OF LITERACY INSTRUCTION

Reading Recovery is a comprehensive model of literacy learning which provides instruction that ensures the development of literacy skills across key areas identified as the **five pillars of reading acquisition: phonemic awareness, phonics, vocabulary, fluency, and comprehension.** Additional goals for each learner are independence and acceleration.

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READING RECOVERY INSTRUCTION: ADDRESSING PHONICS AND COMPREHENSION

Reading is a visual task meaning that learners attend to print. Beginning readers must acquire new behaviors and skills to read and understand print information (i.e., the words and letters on the page).

Reading Recovery teachers provide **daily, explicit instruction** in the phonics and word attack skills needed to decode words accurately when reading stories. Phonics is essential to learning to read, and Reading Recovery instruction directs the child's attention to the letters and words on the page. **Children are not taught to guess to identify unknown words.**

READING RECOVERY INSTRUCTION: ADDRESSING PHONICS AND COMPREHENSION CONT.

Reading Recovery teachers' **direct, structured, daily teaching procedures** are key to ensuring the learner's acquisition of both a robust sight vocabulary and effective word analysis skills, including phonemic awareness, the alphabetic principle, and phonics skills. **Phonics and word analysis skills are lesson priorities** for the duration of a learner's Reading Recovery intervention. By working with individual learners, the Reading Recovery teacher's decision-making ensures each child receives targeted instruction.

Most importantly, Reading Recovery **instructional procedures focus on the reader's comprehension** of the stories they read orally every day. Teachers monitor each child's understanding, vocabulary needs, and reading fluency and provide immediate, responsive instruction as needed.

READING RECOVERY: PROGRESS MONITORING

Reading Recovery teachers monitor each student's reading and writing performance daily to assess progress and inform instruction. They record observations of the learner's performance during letter and word learning activities, during text reading, and during writing activities.

Reading Recovery teachers administer an oral reading task daily to objectively evaluate each student's skills. These records of oral reading are analyzed to assess the child's reading accuracy and fluency, word-analysis and phonics skills, vocabulary, and comprehension of what was read. These analyses are critical to identifying instructional needs and documenting progress over time. The identification of instructional needs is paramount.

SUMMARY

Students who complete Reading Recovery with the reading and writing achievement expected of the average first-grade readers in their schools have acquired proficiency with phonemic awareness, phonics, vocabulary, fluency, and comprehension. During their Reading Recovery intervention, they have accelerated their learning, and they have gained the confidence, commitment, and skills needed to problem solve independently. The tailored, one-to-one Reading Recovery intervention prepares students to benefit from their classroom reading and writing programs and continue to make progress in literacy.

Such outstanding results for the most vulnerable, first-grade learners are possible because Reading Recovery is a comprehensive model of individualized literacy instruction built on literacy processing theory.

Note: This discussion about the Reading Recovery® model of instruction and related theory also pertain to Descubriendo la Lectura (Reading Recovery in Spanish), Intervention préventive en lecture- écriture (Reading Recovery in French), and Literacy Lessons® - an intervention based on Reading Recovery theory and instruction.

LEARN MORE AT [READINGRECOVERY.ORG](https://www.readingrecovery.org)

Reading Recovery® is a trademarked intervention through the United States Patent and Trademark Office.