

What is Reading Recovery?

Reading Recovery (RR) is a highly effective short-term intervention of one-to-one tutoring for low-achieving (bottom 20-30%) first graders. Individuals receive a half-hour lesson each school day for 12-20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and can demonstrate that they can continue to work independently in the classroom, their lessons are discontinued and new students are chosen to begin individual instruction.

The goals of Reading Recovery are to promote literacy skills, reduce the number of first grade students who are struggling to read and write and prevent long-term reading difficulties. RR supplements classroom teaching with the one-to-one tutoring sessions, generally conducted as pull-out sessions during the school day.

There are two positive outcomes for RR students:

1. Since 1984 when RR began in the US, approximately 75% of students who complete the full 12-20 week intervention can meet grade-level expectations in reading and writing. Follow-up studies indicate that most RR students also do well on standardized tests and maintain their gains in later years.
2. The few students who are still having difficulty after a complete intervention are recommended for further education. Recommendations may be made for future support (i.e. classroom support, Title I, Special Ed referral). This category represents a positive, supportive action on behalf of the child and school. Diagnostic information from RR is available to inform decisions about future actions.

Professional development is an essential part of RR. Professional development includes an academic year of graduate-level study and continues in subsequent years. With the support of the Teacher Leader, RR teachers develop observational skills and intervention procedures tailored to meet the individual needs of at-risk students.

When comparing RR to other literacy interventions, you can visit the What Works Clearinghouse ([http://ies.ed.gov/ncec/wwc/pdf/BR TR 08 13 07.pdf](http://ies.ed.gov/ncec/wwc/pdf/BR_TR_08_13_07.pdf)) beginning reading program reviews. The reviews are based on research that meets the strictest standards of evidence. No other early intervention has strong evidence

across all 4 domains, and no other reading intervention was judged to have positive effects on general reading achievement.

Developed in New Zealand 30+ years ago, RR operates in most states in the US.

For More information, visit the Reading Recovery Council of North America (RRCNA) website: www.readingrecovery.org