



R eading Recovery[®]

An Early Intervention for
First Grade Readers and Writers

ILLINOIS STATE
UNIVERSITY



A Reading Recovery Teacher Training Site

An International Early Intervention

Reading Recovery was developed by New Zealand educator and researcher Marie M. Clay. Clay conducted observational research in the mid-1960s that enabled her to design ways to detect children's early reading difficulties. In the mid-1970s, she developed Reading Recovery procedures with teachers and tested the program in New Zealand.

Since its success in New Zealand, Reading Recovery has been implemented in Australia, the United States, Canada, Great Britain, the Republic of Ireland, and Denmark. It has worked in educational systems that are large and small, church and secular, public and private, small and remote, or large and urban. No matter the child, no matter the school or the country, Reading Recovery has proven itself successful for nearly 30 years.

In the United States alone, more than 1.4 million first graders have been served since the establishment of Reading Recovery in 1984.



"Children who are having extreme difficulty learning to read and write deserve to have educators make every effort possible to ensure their success. Reading Recovery meets the challenge of such an effort."

Marie M. Clay, founder of Reading Recovery



Reading Recovery as Part of a School's Comprehensive Literacy Plan

No classroom in the first grade will be adequate for all children. Acting as a safety net within a good literacy program, Reading Recovery can be a component of a strong, comprehensive approach to bring all students to literacy.

After 12–20 weeks of lessons, most Reading Recovery children will return to average performance in regular first-grade classrooms and continue their literacy learning with their classmates. For a small number of children, Reading Recovery will serve as an intensive period of diagnostic teaching prior to referral for special education or other school services. Both of these outcomes are positive for children and for the system.

Marie Clay, the founder of Reading Recovery, sees the role of Reading Recovery within a prevention framework.

High-quality classroom instruction

Primary prevention

Reaches the vast majority of children

Reading Recovery

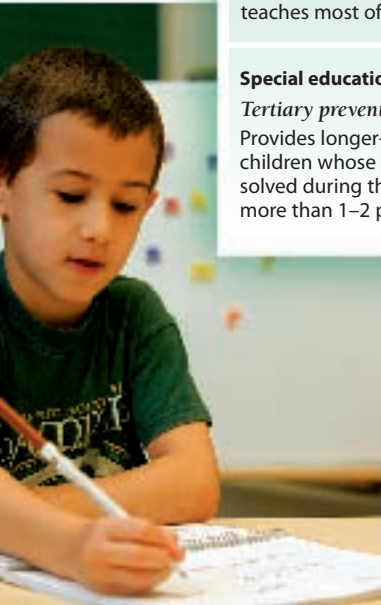
Secondary prevention

Provides a safety net for the lowest 20–25 percent of first-grade children; successfully teaches most of these children

Special education or other school services

Tertiary prevention

Provides longer-term help for the few children whose problems were not all solved during the early intervention, no more than 1–2 percent of the age cohort



"Our son has shown great growth with his reading skills. His self-esteem with reading and school in general has skyrocketed!"

Central Illinois parent



Reading Recovery Lessons

Children meet individually with a Reading Recovery teacher, 30 minutes each day for an average of 12 to 20 weeks. As soon as they develop effective reading and writing processing strategies that enable them to work within an average range of classroom performance and demonstrate they can continue to achieve, their lessons are discontinued, and new students begin individual instruction.

Reading Recovery lessons provide a balanced, structured approach so that literacy develops along a broad front and students can apply skills in reading and writing. The following components are integrated across a Reading Recovery lesson, carefully tailored to the needs of each child:

- Phonological awareness
- Visual perception of letters
- Word recognition
- Phonics/Decoding skills
- Phonics/Structural analysis
- Fluency/Automaticity
- Comprehension



"This is easy for me now. I can really read. I love to read. Every book is my favorite!"

Central Illinois Reading Recovery student



Reading Recovery Training and Continuing Professional Development

Reading Recovery training is a yearlong commitment in which teachers enroll in graduate-level courses taught by a certified Reading Recovery teacher leader.

During the training year, no service is lost to children. Teachers immediately begin working with Reading Recovery students, putting their new understandings into action. This work with four children daily comprises the field component of the training. It also comprises half of each school day; teaching responsibilities for the remaining portion of the day are determined by the district.

Weekly training sessions involve extensive use of a one-way mirror, allowing teachers to observe one another working with children. Teachers are able to observe and talk, almost in a think-aloud process. They describe reading behavior, analyze teaching decisions, articulate questions, and reflect upon their own teaching. The experience challenges assumptions about children's learning and strengthens theoretical understandings of the reading and writing processes.

After the initial training, teachers are provided ongoing professional development to keep their knowledge base dynamic and current and to further develop their expertise in teaching the hardest-to-teach children. This continuing education ensures the quality of lessons for each child and promotes success across all schools that implement Reading Recovery.

Evaluation, Accountability, and Long-Lasting Success

Hallmarks of Reading Recovery in the United States are the established evaluation and accountability systems. Unparalleled in scale, participating schools have collected data on every single child served since 1984.

Remarkably similar results have been reported year after year, with different children, different teachers, and different schools. The result is a consistent rate of success: 8 out of 10 first-grade students who experience a complete Reading Recovery intervention learn to read and write within the average performance range of their classes.

Numerous research and evaluation studies then demonstrate that Reading Recovery children continue to improve their literacy performance after the intervention has ended. There is strong evidence that the impact of Reading Recovery is long-lasting.

Research

Studies and research reviews in peer-reviewed journals document the effectiveness of Reading Recovery. Researchers have concluded that Reading Recovery

- Promotes phonological awareness
- Improves the self-efficacy scores of children
- Promotes self-regulated behaviors
- Contributes to closing the gap between White and African American children
- Promotes writing strategies
- Reduces the need for special education services and the costs of those services
- Yields positive outcomes for English-language learners
- Represents a comprehensive model of reading reflected in the lesson framework



"Our recent high school valedictorian was a Reading Recovery student in the first grade... and that's not the first time it's happened."

Central Illinois superintendent



Reading Recovery at Illinois State University

Illinois State University is an official Reading Recovery Teacher Training Site. The program is implemented in collaboration with National-Louis University, the Illinois State Board of Education, participating Illinois school districts, and the College of Education's Center for Reading and Literacy.

Each year, the Illinois State University site supports the implementation of Reading Recovery in 30–40 Central Illinois school districts. Since 1990, when the Reading Recovery Teacher Training Site was established at the University, more than 6,000 first grade children have received Reading Recovery services.

For more information contact

Illinois State University
Reading Recovery Teacher Training Site
Campus Box 5330
Normal, IL 61790-5330

Telephone: (309) 438-2908

E-mail: SusanAlmeida@IllinoisState.edu

Web site: www.coe.ilstu.edu/readingrecovery

To make a donation to the Reading Recovery Fund at Illinois State University, contact the director of development for the College of Education at (309) 438-8184.



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Illinois State University
Teacher Training Site