

The following presentation was provided within the context of a larger presentation topic, "Examining the Evidence Base of Interventions." This is not an endorsement of any one reading intervention by the NH Department of Education or NH RESPONDS project.

Reading Recovery

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Goal of Reading Recovery

To dramatically reduce the number of first grade students who have extreme difficulty with literacy learning and to reduce the cost of these learners to educational systems.

History of RR

- RR was developed during the 1970's by New Zealand teacher, psychologist and researcher, Marie Clay.
- RR is a dynamic intervention. It changes and improves as new research and knowledge is documented in the fields of reading, psychology and learning.

RR is one-on-one instruction

- Each lesson is individually designed to build on individual strengths and support individual needs
- Able to accelerate student learning
- Supplementary to good classroom instruction
- Individual session for 30 minutes every day

- Daily lessons include the 5 essential components from the "Report of the Subgroups: National Reading Panel" as well as additional components such as writing
- Acknowledge the reciprocity of reading and writing in early literacy learning

A typical RR lesson

- Rereading 2 or more familiar books
- Running Record on yesterday's new book
- Letter work and word work with magnetic letters
- Writing a short story
- Reassembling a cut-up story
- A new book is introduced and read

RR is provided by a specially trained, certified teacher

- "What teachers know and can do is the most important influence on what students learn." "What Matters Most: Teaching for America's Future" (1996) Commission on Teaching & America's Future, www.nctaf.org
- "A study of more than 1,000 school districts found that every additional dollar spent on developing the qualifications of teachers netted improvements in student achievement greater than any other use of school resources." Starting Out Right: A Guide to Promoting Children's Reading Success Burns, Griffin, Snow, editors (1999) Committee on the Prevention of Reading Difficulties in Young Children, National Research Council

- Year-long, 6 credit graduate class during training year
- On-going professional development (monthly) every year the teacher continues in RR
- RR teachers gain an in-depth knowledge of the reading and writing process
- RR teachers learn to observe students carefully and make moment by moment decisions as they respond to student learning (NOT a scripted program)

RR is for first-grade, lowest-achieving students in literacy

- Provides intervention before a cycle of failure becomes established
- Students selected based on the results of *An Observation Survey of Early Literacy Skills* and classroom teacher observation

RR is data-driven teaching to continuously monitor children's progress

- Daily records: lesson record, Running Record
- Weekly records: attendance, writing vocab., reading vocab., book level graphs
- Program records at beginning and end of program: Observation Survey Summary, Predictions of Progress, Recommendations for end of program
- Yearly records: Individual School Report, NH State Report, NECAP Grade 3 Reading Report, National Report. All RR students are entered into IDEC for research purposes.

RR is a short-term early intervention that prevents further difficulties in literacy

- For the past 20 years in NH, approximately 70% of RR students have caught up to the average of their class during their RR series of lessons
- More than 50% of RR students score *Proficient* or *Proficient With Distinction* on NECAP Grade 3 Reading

RR is Research Proven

- 25 years of data on 2 million RR students in the USA
- 20 years of data on 10,000 RR students in NH
- The US Dept. of Ed. and the Institute of Education Sciences published the *What Works Clearinghouse* in 2007. They confirmed the scientific basis of RR and its positive effects on children's reading. Of all reading interventions reviewed, only RR was judged to have such powerful research evidence in all 4 domains studied.

Is Reading Recovery cost-effective?

“It does cost money to hire and train RR teachers, but it also costs money to employ transitional-grade teachers, resource room teachers, and remedial teachers, too. It costs money to retain children... When you compare the success rate of RR with other programs that keep children for years and never get them reading on grade level, RR is a bargain!”

J. Cunningham & R. Allington, *Classrooms That Work*, 1994

Do we believe that ALL children can learn and become literate?

“We have good evidence that most children can become literate alongside their peers. Not just a majority of children, but virtually all. Not someday, but along with their peers.”

R. Allington & S. Walmsley, *No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools*, 1995

“If children are apparently unable to learn, we should assume that we have not as yet found the right way to teach them.”

Marie Clay