



**“Reading Recovery is a resource intensive intervention; and that it can have long-lasting effects of economic consequence is significant for policy makers who are tasked with managing budgets across the age range.”**

*~Impact of Reading Recovery 10 Years After Intervention. KMPG. Dec 2018~*

## What can we do for Grade 1 students struggling to learn to read and write?

### Fast Facts about Reading Recovery®/IPLÉ®

Experienced teachers have the highest impact on students who are struggling to learn to read and write. Reading Recovery/IPLÉ teacher training includes over 300+ hours of professional development and working with students. Once the training year is complete, teachers continue to participate in on-going professional development at least monthly. A national and international network of trained Reading Recovery teachers supports further learning and development. This support network together with the comprehensive training provides a literacy expert directly in your school which can enhance the teaching practice of classroom teachers and learning support teachers.

Reading Recovery/IPLÉ includes literacy components - phonics, phonemic awareness, fluency, vocabulary, comprehension, writing and oral language

Phonological Awareness, Phonemic awareness and Letter/Sound relationships as well as strategies to solve new words while reading and writing based on what is heard and seen in a word, along with meaning are taught throughout the daily Reading Recovery lessons. Phonological awareness & phonemic awareness is explicitly and systematically taught moving from larger chunks of sound (syllables) to smaller (individual phonemes) and then to orthographic (spelling) patterns. With individualized instruction, each child connects language and learning during lessons through reading, writing, and word work.

Reading Recovery/IPLÉ instruction is designed and delivered individually

Daily, one-to-one, 30-minute lessons over 12-20 weeks creates the environment where trained Reading Recovery teachers develop authentic connections with struggling Grade 1 students. Literacy learning is accelerated through authentic connections facilitated by the deeper understanding of the child's strengths, culture, language and experience.

Reading Recovery/IPLÉ is a system intervention with whole school district benefits

A strong system intervention that gets children learning to read and write ensures that a whole district develop students with high literacy competencies who become strong student leaders, engaged citizens and global change makers. By the end of Grade 1, children reading and writing at grade level have developed a solid foundation of literacy skills which they continue to build upon throughout their education.

## Measuring the Effectiveness of Literacy Interventions

Use this tool to rate each early literacy intervention you are currently implementing or considering implementing using one sheet per intervention. Rating your early literacy intervention's proximity to research-based principles of intervention and then working to improve your rating based on which aspects produce the worst scores will accelerate student literacy learning.

**Name of Intervention:** \_\_\_\_\_

Circle which description best describes your early literacy intervention. Mark in between the descriptions if your intervention falls somewhere between the two. Score the appropriate number of points for each box and total at the bottom.

5pts for each circled box	4 pts	3 pts	2 pts	1 pt
One-On-One Teaching		Groups of 2-4 Students		Groups of 5+ Students
Books selected based on individual student's interest and reading level		Mix of standard and individualized books sometimes matched to student interest and reading level		Standard books with little matching to student interest or reading level
Triplies the number of books read daily		Doubles the number of books read daily		No increase in the volume of reading
Highly trained expert teacher provides instruction (300+ hrs of specialized training)		Trained teacher provides instruction (less than 100hrs of general training)		Teaching assistant or volunteer provides instruction (no specialized training)
Focuses on meaning and making connections with and beyond the text		Limited focus on meaning and making connections with and beyond the text		Focuses on skills development in isolation
Easy access to interesting, culturally responsive books at student reading level and interest		Easy access to some interesting and culturally responsive books with limited consideration of reading level and interest		Standard books applied without consideration of reading level or interests.
Frequent communication with the classroom teacher and coordinated with classroom lessons		Some communication with classroom teacher and limited coordination with classroom lessons		Infrequent communication with classroom teacher and little coordination with classroom lessons
Daily monitoring, ongoing assessment and responding to student progress in reading, writing and oral language		Sporadic monitoring, ongoing assessment and responding to student progress in reading, writing and oral language		Little monitoring, ongoing assessment and responding to student progress
Fully aligned with provincial curriculum		Some alignment to the provincial curriculum		Limited alignment to the provincial curriculum
<b>TOTAL Points =</b>				

Adapted with permission from Richard Allington, *What Really Matters in Response to Intervention (2010)*

**45pts** – Very well designed

**40pts** – Well Designed

**35pts** – Design could be improved

**30pts** – Not well matched to research

**25pts** – Close to traditional design

**20pts** – Not a research-based design

Reading Recovery®/IPLÉ® scores 45pts and is the most effective short-term intervention for Grade 1 students striving to learn to read and write.