

A photograph of a woman and a young girl sitting at a table, looking at a book together. The woman is wearing a grey hoodie over a yellow t-shirt and has her hair pulled back. The girl is wearing a yellow and white long-sleeved shirt. They are both looking down at the book on the table. The background is dark, suggesting an indoor setting at night.

Haddonfield Reading Recovery Center

A Reading Recovery Teacher Training Site

Reading Recovery

Changing Lives

An Early Intervention
for First Grade Readers
and Writers

An Early Intervention for First Graders

Reading Recovery is an early intervention program developed by New Zealand educator Dr. Marie Clay to provide a second chance for young children experiencing difficulty in learning to read and to write. The program is based on the belief that early intervention is the most effective way to prevent reading failure and significantly reduce the number of children needing long term assistance.

The program is designed to serve the lowest achieving first graders. Children meet one-on-one with a specially trained teacher for 30 minutes everyday to provide individually tailored lessons to help these children become successful readers and writers. Most children, after 12-20 weeks of lessons, will work within the average range in their first grade classrooms and continue to make progress in reading and writing with their classmates.

Reading Recovery lessons provide a balanced approach to literacy that develops strategies and skills that students can use in reading and writing. The following components are integrated within an individualized lesson:

- Comprehension
- Phonological Awareness
- Reading fluency
- Word recognition
- Phonics
- Visual perception of letters

In the United States, data has been collected on every child who has been involved in Reading Recovery since 1984. The results of the data have consistently shown that about 8 out of 10 students who have a complete Reading Recovery Intervention learn to read and write within the average range of their classmates. Long term studies have shown that Reading Recovery Students continue to make progress after the intervention has ended.

Funding

Most of the money used to fund Reading Recovery is authorized by the Federal No Child Left Behind Act. Reading Recovery can also play a vital role in a school district's implementation of the 2004 Individuals Disabilities Education Act and the Response to Intervention Plan. In the U.S. Department of Education's *What Works Clearinghouse* study over 887 early literacy programs were reviewed. Reading Recovery was the **only** program that has shown positive effects across all four categories: alphabets, fluency, comprehension, and general reading achievement. This study established Reading Recovery as an effective intervention based on scientific research. The following list contains possible funding sources for your district:

No Child Left Behind Funding

- Title I, Part A Improving Basic Programs
- Title I, Part B Reading First
- Title II, Part A Teacher and Principal Training and Recruiting
- Title III, Part A English Language Acquisition

ARRA Funds Stimulus Funds

IDEA 2004

Assistance for Education of All Children with Disabilities

- Response to Intervention (RTI)
- Early Intervening Services (EIS)
- Up to 15% of IDEA funds can be used for EIS & RTI

Reading Recovery Teacher Training

Reading Recovery Teacher Training is a yearlong commitment in which teachers are taught by a Reading Recovery Teacher Leader at the graduate level. During their training year, teachers begin working with students, so there is no lost time with instruction. The training sessions involve the use of a one way mirror. Teachers can observe their colleagues working with their students. This dialogue encourages the teachers to describe reading behaviors, analyze the lesson, and then use this information to reflect on their own instruction.

After this initial year of training, teachers attend Ongoing Professional Development Sessions to keep their knowledge base dynamic and to continue to develop expertise in their own teaching.

The Haddonfield Reading Recovery Training Site

In 2008 - 2009, the Haddonfield Reading Recovery Site involved 61 teachers from 24 school districts and served 505 students. Of the 455 students who received a full program, 374 (82%) were successfully discontinued. These students became independent, competent, readers and writers.

Districts affiliated with the Haddonfield Site during 2008-2009 included: Audubon, Berlin, Collingswood, Commercial Township, Eastampton, Edgewater Park, Elk Township, Evesham, Fairfield Township, Franklin Township, Haddon Township, Haddonfield, Lawnside, Lindenwold, Medford, Millville, Pitman, Philadelphia, Stratford, Waterford, Westampton, Westville, and Woodbury.

For more information call or write:

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