**READY TO READ, READY TO SUCCEED**

May 2018

<https://www.sreb.org/sites/main/files/file-attachments/ready_to_read_may2019.pdf?1560436054>

**Recommendation 2 Focus on early identification and intervention for struggling readers. States should consider:**

2.1 Establishing comprehensive systems of formative and summative assessment in the early grades to ensure that students are on track to read proficiently by third grade.

2.2 Ensuring that all schools use a multi-tiered system of intervention to identify struggling students and provide increasing levels of support.

2.3 Promoting the use of evidence-based interventions for struggling readers as early as possible and for as long as necessary to get students reading on grade level.

2.4 Ensuring that funding for reading assessment and intervention is reliable and adequate.

Schmitt’s 2008 review of the literature concluded that reading intervention programs based on intensive one-on-one tutoring are more effective than programs provided in any other format, including small groups. Supporting students one-on-one is resource-intensive, but preventing and addressing reading difficulties pays off in the long run. Reading Recovery, one well-known and well-researched reading intervention for first graders, includes up to 20 weeks of daily, individualized one-on-one reading instruction with a teacher extensively trained to use all facets of the program. Reading Recovery has been identified as one of the most effective interventions for reading by many researchers and evaluators, including the What Works Clearinghouse and Evidence for ESSA. That efficacy comes at a high cost, but according to the Every Child a Chance Trust, it also comes with as much as a 17:1 return on investment to schools and to society over a child’s lifetime.