What Works Clearinghouse™

::ies INSTITUTE OF EDUCATION SCIENCES

Beginning Reading   Updated July 2013*

Reading Recovery®

Program Description[1]

Reading Recovery® is a short-term intervention that provides one-on-one tutoring to first-grade students who are struggling in reading and writing. The supplementary program aims to promote literacy skills and foster the development of reading and writing strategies by tailoring individualized lessons to each student. Tutoring is delivered by trained *Reading Recovery*® teachers in daily 30 minute pull-out sessions over the course of 12–20 weeks.

Research[2]

The What Works Clearinghouse (WWC) identified three studies of *Reading Recovery*® that both fall within the scope of the Beginning Reading topic area and meet WWC evidence standards. All three studies meet standards without reservations. Together, these studies included 227 students in first grade in at least 14 states.

The WWC considers the extent of evidence for *Reading Recovery*® on the reading skills of beginning readers to be small for four outcome domains—alphabetics, reading fluency, comprehension, and general reading achievement. (See the Effectiveness Summary on p. 4 for further description of these domains.)

Effectiveness

Reading Recovery® was found to have positive effects on general reading achievement and potentially positive effects on alphabetics, reading fluency, and comprehension for beginning readers.

Table 1. Summary of findings[3]

Outcome domain	Rating of effectiveness	Improvement index (percentile points)		Number of studies	Number of students	Extent of evidence
		Average	Range			
Alphabetics	Potentially positive effects	+21	+9 to +42	2	148	Small
Reading fluency	Potentially positive effects	+46	+32 to +49	1	74	Small
Comprehension	Potentially positive effects	+14	+6 to +26	2	145	Small
General reading achievement	Positive effects	+27	+19 to +38	3	227	Small