

## Reading Recovery® Fidelity Checklist

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Reading Recovery Teacher \_\_\_\_\_

Name of First Grade Classroom Teacher \_\_\_\_\_

Dates of Intervention: \_\_\_\_\_ to \_\_\_\_\_ # of lessons: \_\_\_\_\_

Components	Implementation	
Students are rereading books read previously.	Yes	No
Interventionist instructs for improved phrasing, pace, and expression and takes notes on student performance.	Yes	No
Interventionist completes a running record on a new book each day, calculates accuracy and self-correction rate, and analyzes errors and self-corrections in order to provide instruction and choose books at the student's instructional level.	Yes	No
Interventionist provides a "teaching point" from the results of the performance on the running record.	Yes	No
Interventionist engages students in a word work activity (activity is based on student need and past performance to include sight word identification and writing, letter formation, and instruction in analytic and synthetic phonics).	Yes	No
Interventionist has student compose a sentence orally. The student writes as much of the sentence as possible, with interventionist instructing on parts the student is unable to write accurately, providing instruction in analytic and synthetic phonics as needed. Student uses practice page to reinforce skill(s).	Yes	No
Interventionist instructs student using sound boxes, sight word writing, and letter formation on the practice page.	Yes	No
Interventionist writes the sentence the student has composed on a sentence strip. The student reads the sentence while the interventionist cuts the sentence apart, and reassembles the sentence. The interventionist gives phrasing instruction, and may include phonics instruction through this procedure by cutting words into syllables, etc.	Yes	No
Interventionist provides an orientation to the text (meaning, structure, visual).	Yes	No
Interventionist listens to the student, giving prompts for meaning, structure, and visual strategies and records and analyzes student performance on lesson record.	Yes	No
Interventionist engages the students in a comprehension discussion.	Yes	No
Interventionist engages the students in a discussion of a "teaching point" – an area of concern or need based on student performance during the reading of the text.	Yes	No
<b>Assessment</b>		
The student has been given the Observation Survey of Early Literacy Achievement (Marie M. Clay) prior to intervention and at the conclusion of the Reading Recovery series of lessons.	Yes	No
Interventionist analyzes the lesson record and designs a new lesson individualized for the student.	Yes	No
Student is given one-to-one instruction for 30 minutes, five days a week.	Yes	No
Student has received a full program (12-20 weeks) of Reading Recovery.	Yes	No
The student chosen for Reading Recovery is within the bottom 20% of the school's first grade students.	Yes	No
Interventionist provides students with books to reread at home.	Yes	No

**Please note:** If adaptations deviating from the recommended procedures established by *Standards and Guidelines of Reading Recovery® in the United States* for this program are made, this intervention should not be recorded as "Reading Recovery" on any student intervention or progress monitoring forms. Instead, record on the student forms the strategies and procedures that ARE being used and include group size and amount of time provided for the intervention.

Comments (optional):