Contact Information
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University Training Center for Reading Recovery®
and Comprehensive Literacy

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Reading Recovery® and K–12 Literacy Interventions

Maine Comprehensive Intervention Designs

umaine.edu/maineliteracy/reading-recovery

Comprehensive Intervention Designs

A comprehensive literacy design for continuous school improvement includes powerful classroom instruction along with a broad range of literacy interventions, providing multiple layers of differentiated instruction for students from preK to grade 12.

Reading Recovery®
This short-term early literacy intervention provides intensive individual instruction for children with the lowest reading performance in first grade, and is a critical component of a comprehensive literacy design.

Literacy Lessons™
This aspect of the designs combines literacy processing theory and Reading Recovery teaching procedures used by special educators and English language learner teachers who support students struggling with literacy learning.

Literacy Processing
Classroom teachers apply literacy processing theory and Reading Recovery® teaching procedures that support students in general education settings. Literacy processing theory supports students in developing effective reading and writing processes across content areas. Specific variations apply to different age groups, including Building Foundations for Literacy: Literacy Processing in PreK and Kindergarten and Literacy Processing in Middle and High School Settings.

Small Group Comprehensive Intervention Designs
This approach comprises a portfolio of research-based literacy interventions with a focus on differentiated reading and writing instruction, including Guided Reading Plus, Comprehension Focus Groups, Literature Discussion Groups, Assisted Writing and Strategic Processing Intervention (a dyslexia intervention within a literacy processing framework).

Small Group Literacy Interventions at Middle and High School
This portfolio of literacy intervention designs for grades 6–12 offers a focus on differentiated reading and writing instruction, including Comprehension Focus Groups, Close Reading Plus and Structured Writing.

School Team Approach
A comprehensive intervention design calls for a collaborative team approach in supporting each student in literacy learning. A school intervention team works with Reading Recovery®, Literacy Lessons™ and Comprehensive Intervention Design teacher leaders to align interventions with classroom instructional goals and to monitor student progress across classroom and intervention settings. Professional development delivered by the teacher leader provides support for highly trained teachers in literacy interventions and additional training for classroom teachers in intervention techniques. Professional communities within schools can support and extend teacher knowledge.

"If there is any description of progressions in literacy learning it belongs not in the activities, not in a curriculum sequence, but in the heads of teachers who know how to open doors to learning."

—Marie Clay, 2005