BEGINNING AND TRANSITIONING LESSONS

Why this is important and questions to ask

Ensuring lessons get off to a quick start at the beginning of the school year
Students should be assessed quickly and efficiently and start lessons as soon as possible to ensure that at least two rounds of students have time to complete their series of lessons during the school year.

- Are Reading Recovery teachers available to assess first-grade students within the first 2 weeks of the beginning of school to determine those needing Reading Recovery?
- How efficiently are children being assessed and selected so that entry into lessons occurs in a timely manner?
- How quickly are lessons starting in the fall following student selection?

Teaching for student acceleration
Children who are lagging behind in literacy learning must make faster than average progress in order to catch up to their peers and continue to work on their own within an average group setting in the regular classroom program. Daily, one-to-one lessons by highly trained teachers who work from the student’s strengths is essential to making accelerative progress. Quick starts, daily lessons, and accelerated learning are outcomes of efficient, cost-effective implementation.

- Are Reading Recovery teachers’ schedules protected so that they can teach daily lessons?
- Are all Reading Recovery students receiving daily lessons?
- Are teacher leaders monitoring and/or making early visits to teachers to support early acceleration during lessons?

Transitioning to and completing a second round of lessons
Transitioning lessons quickly and continuing lessons as long as possible is based on the need for time for the second-round children to receive a full series of lessons before the school year ends. “Initial testing and selection of children, quick start-up of teaching, timely assessment to discontinue a series of lessons for successful children, and the start of the next child’s lessons must occur as quickly and efficiently as possible” (Site Coordinator’s Guide, p. 47).

- Are Reading Recovery teachers assessing and selecting new students in lessons within 2 days of a teaching slot opening up?
- Are lessons beginning immediately after student selection?
- Do Reading Recovery teachers who need help with problem solving and/or needed support receive visits from their teacher leader in a timely manner?
- Are Reading Recovery teachers’ schedules arranged so they can continue instruction to the end of the school year — as long as students are available?
- Are too many children left with incomplete interventions at the end of the school year?

Resources

- https://readingrecovery.org/reading-recovery/implementation/standards-guidelines/