

## PRINCIPAL INFORMATION SERIES

Your school has made an investment in a literacy intervention with the potential to drastically improve the learning trajectory of your most struggling early learners in reading and writing.



# Reading Recovery

# THE IMPORTANCE OF DAILY LESSONS

*Reading Recovery requires that individual tutoring in reading and writing by specially trained teachers be provided daily for children in the lowest 20% of literacy learners after 1 year of school. Missed lessons minimize the potential of both teaching and learning. (Schmitt et al., 2005, p. 71)*

**Why daily lessons?** Reciprocity of reading and writing carries day by day when lessons are consistent.

*For the child who cannot remember from day to day, the teacher can act as the memory of yesterday's responses, and prompts the child accordingly. (Clay, 2016, p. 21)*

*Through daily message writing in Reading Recovery, the lowest achieving first-grade children have been shown to learn a great deal about print in a short period of time. (Askew & Frasier, 1999, p. 61)*

*The economy of Reading Recovery relies on provision of consistent, daily lessons. The investment of time and resources maximized when children succeed in becoming readers and writers, and teachers provide individual lessons for many children across each year. (Clay, 2016, p. 17)*

## How to ensure daily lessons

- **Be proactive** in advocating for daily lessons for all students. Begin sharing information and helping others to understand the importance of daily lessons right from the start to avoid unnecessary interruptions.
- **Help all staff** including administrators, teachers, and support staff to understand the importance of daily Reading Recovery lessons to support student success, provide opportunity for accelerated progress, and take advantage of the school's investment.
- **Include all stakeholders** (e.g., all administrators, classroom teachers, other teachers of first graders, other teachers affected by the schedule) in agreeing upon an overall school schedule to allow for daily Reading Recovery lessons.
- **Work closely** with first-grade teachers and specialist teachers to ensure that daily class schedules allow for daily Reading Recovery lessons for all students.
- **Help families** to understand the importance of consistent attendance for students for daily lessons.
- **Alter the time for lessons** on a day when student attendance includes late arrival that is unavoidable.
- **Create flexibility** among student lesson times so that unplanned changes can be accommodated without missing any lessons (in other words, individual lesson times can be switched if necessary).
- **Schedule testing periods** and special events to ensure that Reading Recovery lessons are not impacted or that alternate arrangements are made for provision of lessons.
- **Ensure teacher availability** for daily lessons.
- **While it is important** for Reading Recovery teachers to participate fully as a member of the educational community, it is imperative that Reading Recovery teachers are not pulled from lessons to proctor testing, serve as a substitute classroom teacher, cover extra duties, etc.
- **Support Reading Recovery teachers** in doubling up on a student's lessons the following day after sickness or unavoidable absence. Every effort should be made to provide five lessons each school week.

### Resources

Askew, B. J., & Frasier, D. (1999). Early writing: An exploration of literacy opportunities. *Literacy, Teaching and Learning: An International Journal of Early Literacy*, 4(1), 43–66. [https://readingrecovery.org/wp-content/uploads/2017/03/LTL\\_4.1-Askew-Frasier.pdf](https://readingrecovery.org/wp-content/uploads/2017/03/LTL_4.1-Askew-Frasier.pdf)

Clay, M. M. (2005). *Literacy lessons designed for individuals part two: Teaching procedures*. Portsmouth, NH: Heinemann.

Clay, M. M. (2016). *Literacy lessons designed for individuals* (2nd ed.). Auckland, NZ: Global Education Systems (GES) Ltd.

Schmitt, M. C., Askew, B. J., Fountas, I. C., Lyons, C. A., & Pinnell, G. S. (2005). *Changing futures: The influence of Reading Recovery in the United States*. Worthington, OH: Reading Recovery Council of North America.

*Standards and guidelines of Reading Recovery in the United States* (8th ed.). (2017, updated 2018). Worthington, OH: Reading Recovery Council of North America. <https://readingrecovery.org/reading-recovery/implementation/standards-guidelines/>

