Introduction

Standards & Guidelines for Literacy Lessons have aimed to protect the trademark and ensure the quality and integrity of Literacy Lessons. The North American Trainers Group (NATG) craft, monitor, and revise these Standards based on annual data-driven research, practice, and input from University Training Centers (UTCs) and sites. Standards & Guidelines address expectations in the areas of Teaching, Training, and Implementation.

Explorations with Literacy Lessons began in 2006 as an extension of Reading Recovery to serve two groups of students who are struggling with early reading and writing behaviors: (a) students identified as multilingual learners, and/or (b) children identified for special education services.

Implementation of Literacy Lessons requires the following elements:

• Individually designed and individually delivered instruction for students from special populations who are struggling to develop an early literacy processing system.
• A recognized initial graduate-level course of study for qualified Teachers with ongoing professional development following the training year.
• Ongoing data collection, research, and evaluation.
• Establishment of an infrastructure and standards to sustain the implementation and maintain quality control.

We acknowledge the uniqueness and complexities of service to students who are multilingual learners and students recommended and/or identified for special education across states, sites, districts, and schools. Standards provide an implementation infrastructure and assurances that the national data collected and research reports reflect standardized implementations. While standards are developed and periodically revised to ensure the consistency and quality of implementation, Reading Recovery Trainers provide oversight in collaboration with Reading Recovery Teacher Leaders, site coordinators, and NATG for guiding site-based decisions to ensure the quality and integrity of this intervention.

The Ohio State University (OSU) registers and owns the Literacy Lessons trademark in the United States. OSU monitors the trademark requirements and issues annual usage authorization to Reading Recovery University Teacher Leader Training Centers and Teacher Training Sites that meet the trademark standards.

Note that the logo is a registered mark of The Ohio State University and should be accompanied with the circle R (®) symbol. The words Literacy Lessons and the abbreviation LL should be followed by circle R symbol (®). Only licensed sites can use the logo and the name Literacy Lessons to describe their work.

This document presents standards (requirements) and guidelines (recommendations) for implementing Literacy Lessons. Implementations in English and in Spanish are collaborative efforts between Reading Recovery/Descubriendo la Lectura UTCs and Teacher Leaders. Literacy Lessons is implemented through a licensed Reading Recovery Site.

Note: References to Reading Recovery in this document also apply to Descubriendo la Lectura.

Overview

Literacy Lessons is based on the Literacy Processing Theory developed by Marie M. Clay, internationally known researcher in early literacy learning and the prevention of reading and writing difficulties.

An implementation of Literacy Lessons aims to accelerate the learning of each participating student in both reading and writing. Students of Literacy Lessons have not yet reached end of first grade literacy proficiency and have been recommended or identified for specialized instruction. The primary goal of Literacy Lessons is to serve students who are not eligible for Reading Recovery/Descubriendo la Lectura and have not yet developed an early literacy processing system. The teaching procedures in *Literacy Lessons Designed for Individuals* (Clay, 2016) are particularly designed to help readers and writers develop early literacy processing systems so that they may fully participate in and profit from small or whole group instruction.

Students

For eligible Grade One students, Reading Recovery or Descubriendo la Lectura is the recommended first option. Students selected for Literacy Lessons are:

• Students identified for special education services and who have not yet developed an early literacy processing system for end of first grade proficiency as documented with *An Observation Survey of Early Literacy Achievement* (Clay, 2019) or *Instrumento de observación de los logros de la lecto-escritura inicial: Spanish Reconstruction of An Observation Survey A Bilingual Text* (Andrade, AA., Basurto, A, Clay, M., Ruiz, O. & Escamilla, K., 1996).
 -and/or-
• Students who are multilingual learners identified for supplemental services, who are learning English as an additional language, who find learning to read and write in English very challenging, and who have not yet developed an early literacy processing system for end of first grade proficiency as documented with *An Observation Survey of Early Literacy Achievement* (Clay, 2019).

Teachers & Training

Training of Teachers of Literacy Lessons is designed for eligible Teachers to learn more about teaching striving readers and writers. Eligible Teachers are authorized to provide instruction to students who are identified for special education and/or multilingual services. Initial training includes university graduate-level course work with a registered Teacher Leader of Literacy Lessons. While enrolled in the course work, Teachers tutor children during the school day and receive regular coaching visits from the Teacher Leader. Teachers trained in Literacy Lessons acquire increased knowledge of literacy teaching and learning for special populations of children.

University Training Centers for Reading Recovery (UTC) in the United States

University Trainers develop the graduate-level training courses for Teachers and Teacher Leaders. They provide initial and ongoing professional development for Teacher Leaders, offer implementation guidance, monitor annual data collection, and conduct research.

University Trainers have developed and continue to issue revisions to the implementation standards and guidelines for Literacy Lessons in the United States.

Data Collection & Ongoing Research

Literacy Lessons is research-based. Data are collected on every student served annually and analyzed to determine the effectiveness of Literacy Lessons. From 2007 forward, national data collection has consistently documented successful progress for students who participate.

Data on Reading Recovery eligible students taught by Teachers in training for Literacy Lessons is collected and reported separately from Reading Recovery student data.