

SECTION V

Standards and Guidelines for Implementing Literacy Lessons

For eligible Grade One students, Reading Recovery or Descubriendo la Lectura is the expected first intervention.

A. Standards

A.1. For Literacy Lessons, select:

A.1a 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-

A.1b 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) (OS).

A.2. Administer the *OS* and/or *IDO* and the *Slosson Oral Reading Test (SORT-R3)* as designated throughout the year.

A.3. Enter data into IDEC and submit to the Teacher Leader as required for annual national data collection and program evaluation.

A.4. Communicate with parents, teachers, and other school personnel throughout the year.

A.5. Abide by the principles listed in the *Code of Ethics for United States Literacy Lessons Trained Professionals and Administrators Implementing Literacy Lessons*.

B. Guidelines

B.1. Contribute to the development and operation of a school team to monitor program progress.

B.2. Monitor the progress of students following the completion of the series of lessons.

B.3. Administer *Record of Oral Language* (Clay, M.M., et al 2015) twice annually.