

Introduction

Literacy Lessons™ program is an intervention initiative developed by Marie Clay, internationally known researcher in early literacy learning and the prevention of reading and writing difficulties. The Literacy Lessons trademarks are registered and owned in the U.S. by The Ohio State University, which monitors the trademark requirements and issues annual authorization to use the Literacy Lessons trademark to Reading Recovery university training centers and sites in compliance with these standards. Literacy Lessons may also be referred to as LL™.



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Dr. Clay's four required elements for a recognized Literacy Lessons implementation follow:

1. Individually designed and individually delivered instruction for students from special populations who are struggling to develop an early literacy processing system
2. A recognized course for qualified teachers with ongoing professional development
3. Ongoing data collection, research, and evaluation
4. Establishment of an infrastructure and standards to sustain the implementation and maintain quality control

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 university training centers and Reading Recovery/Descubriendo la Lectura teacher leaders.¹ It is intended that Literacy Lessons will only be implemented in schools that include Reading Recovery as an early literacy intervention.

Abbreviations Used in This Document

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| IDEC | International Data Evaluation Center |
| NATG | North American Trainers Group |
| RRCNA | Reading Recovery Council of North America |

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¹ References to Reading Recovery in this document also apply to Descubriendo la Lectura (Reading Recovery in Spanish).

Overview

At the beginning of *Literacy Lessons Designed for Individuals Part One*, Marie Clay stated:

There are other groups of children who would probably benefit from the use of Reading Recovery teaching procedures. It is because these procedures are designed for adapting the instruction to the learning needs of individual children that they can be applied to many beginning readers who are in some kind of special education. And, because the procedures allow for accelerated progress, they are particularly useful for young immigrant children entering English, or Spanish, or French programmes for five- to seven-year-old children. (Clay, 2005a, p. i)

The primary goal of Literacy Lessons, beyond the first semester of the training year, is to serve students who are not eligible for Reading Recovery and are struggling in the beginning phases of learning to read and write. The teaching procedures in Literacy Lessons are particularly designed to help readers and writers develop *early* literacy processing systems. Generally, the range of students for whom Literacy Lessons is appropriate is Grades 1–4 as identified by scores on the Observation Survey; this document refers to these students as *elementary* students.

Students

For Grade 1, Reading Recovery is the top priority for eligible students. Literacy Lessons students include

- Elementary students (generally Grades 1–4) who have been identified for any form of special education considered appropriate by educators in the school or district and have not developed an early literacy processing system as identified by scores on the Observation Survey
- Elementary students (generally Grades 1–4) who are struggling to learn to read and write in English as a second language and have not developed an early literacy processing system as identified by scores on the Observation Survey

Teachers

Literacy Lessons intervention specialists are educators who enter the Literacy Lessons professional development course as teachers certified/licensed in special education or ESL or bilingual education with experience and expertise in working with the population of their specialty. These specialists are seeking additional skill in helping students overcome literacy difficulties and develop effective early reading and writing systems.

The preparation for Literacy Lessons intervention specialists is offered by an accredited higher education institution that has a Reading Recovery university training center. Initial training consists of graduate-level credit courses taught by a registered Reading Recovery teacher leader in consultation with the university training center. One training model involves 1 academic year of course work; the transitional model requires 2 years. The courses must meet the contact hour requirement of the credit-granting institution.

Data

Literacy Lessons is a research-based intervention. A key principle of operation is that data are collected on every student served. Data are used to determine the effectiveness of Literacy Lessons for students from special populations in special education and ESL. Data are also used in a formative way to increase the effectiveness of Literacy Lessons.

Data on Reading Recovery-eligible students taught by teachers trained in Literacy Lessons will be collected and reported separately from Reading Recovery student data.