

SECTION V

Standards and Guidelines for Implementing Literacy Lessons

(For Grade 1, Reading Recovery is the top priority for eligible students)

A. Standards

1. For Literacy Lessons, select elementary students who
 - a. have been identified for any type of special education considered appropriate in the school or district and have not developed an early literacy processing system as identified by scores on the Observation Survey, or
 - b. 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.
2. Administer the Observation Survey and Slosson as designated throughout the year.
3. Submit data to the teacher leader as required.
4. Communicate with parents, teachers, and other school personnel throughout the year.
5. Abide by the principles listed in the “Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery.”

B. Guidelines

1. Contribute to the development and operation of a school team to monitor program progress.
2. Monitor the progress of students following the completion of the series of lessons.
3. Prepare an annual Literacy Lessons report for the school.

SECTION VI

Standards and Guidelines for Bridging Literacy Lessons Intervention Specialists

(Reading Recovery to Literacy Lessons or Literacy Lessons to Reading Recovery)

Time did not permit the task force to complete this ‘bridging’ task. It is suggested that the task force complete these standards in the near future with input from NATG members.