



Quick60

Programme

Overview



- page 2 What Is Quick60?
- page 3 Who Is Quick60 For?
- page 4 What Are the Components of the Quick60 Programme?
- page 5 What Skills Are Taught in the Quick60 Programme?
- page 7 Is Quick60 Research-Based and Field-Tested?
- page 8 What Is the Quick60 Instructional Model?
- page 9 What Assessment Tools Does Quick60 Use?
- page 11 How Do I Manage On-Going Formative Assessment?
- page 13 How Do I Get My Quick60 Programme Started?
- page 14 How Do I Choose the Students?
- page 15 How Long Does a Lesson Last?
- page 16 How Do I Move the Students Through the Quick60 Programme?
- page 17 What If My Students Are Making Exceptional Progress?
- page 18 How Do I Use the Follow-Up Activities?
- page 19 When Do I Exit the Students?
- page 20 How Do I Exit the Students?

What Is Quick60?



Quick60 is a prevention/early intervention literacy programme for at-risk students. The Quick60 programme is designed to teach at-risk students the basic skills required to become competent readers and spellers. The programme is suitable for students starting school who have very little literacy knowledge. It is also suitable for catching up, in 60 or fewer lessons, those students in Year 1 to Year 4 who are not engaging with regular instruction and are falling behind their age peers.

The Quick60 programme components cover phonemic awareness, phonics, comprehension, vocabulary, and fluency in a systematic and explicit way.

The Quick60 assessment provides both summative and formative information, and the teacher support material is written so that the programme can be delivered by experienced teachers and teacher aides.



Who Is Quick60 For?

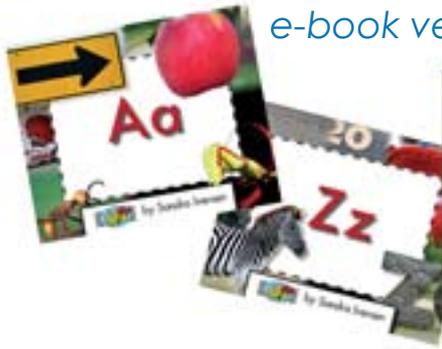
You can use Quick60 in a number of different settings with students from New Entrants to Year 4.

Quick60 is designed specifically for use with the following groups:

- *Students who come to school with very little literacy knowledge*
- *Students who move schools and have missed important milestones in literacy learning*
- *Students who need small group intervention to accelerate their learning and catch them up with age peers*
- *Students who need one-on-one intervention to accelerate their learning and catch them up with age peers*
- *Students for whom English is not the first language*
- *Students who speak English but have inadequate oral language skills*
- *Students with behavioral problems who may be in special education classrooms.*

What Are the Components of the Quick60 Programme?

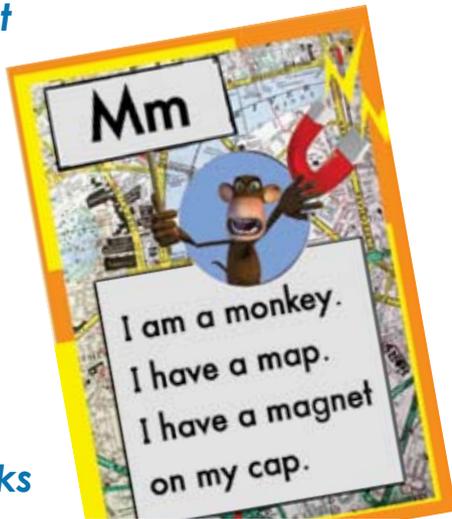
Alphabet Books
with audio and e-book versions



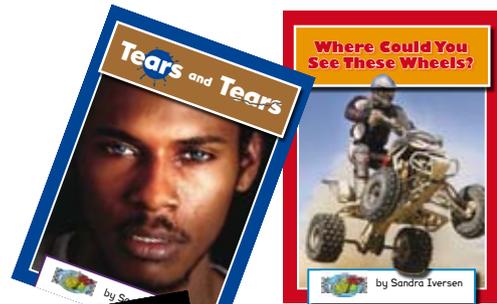
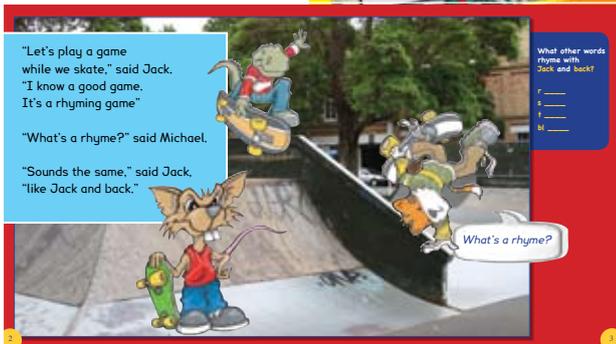
Set One Levels 1-15
with audio and e-book versions



Alphabet Poem Cards



e-Big Books



Set Two Levels 10-24
with audio and e-book versions



What Skills Are Taught in the Quick60 Programme?

The Quick60 programme targets skills from all aspects of literacy.

All the student books are factual and sequentially levelled. You can use them to teach content vocabulary, comprehension, and fluency.

In addition to this, you can use the 26 Alphabet books and the Alphabet Poem Cards to specifically teach letter names and sounds, and also the first 25 high frequency-words.

You can use the Factual Set 1 and Set 2 books and e-Books to teach further high-frequency words, phonemic awareness, phonics, grammar, and vocabulary skills.

The lesson plans show you how to use the context of the books to teach spelling. Students learn to spell by knowing certain words, hearing sounds in sequence, and by making analogies from known words to spell unknown words.



Alphabet Books

Set 1

Level	Title	Word Count	H/F Words New
1.1	Living or Not	40	Revision from
1.2	Gas Makes It Go	26	alphabet books
1.3	Pip and Kip	33	
1.4	Field Hockey	31	a, am, an, and, are,
2.1	Jobs	35	at, can, for, go, he,
2.2	Dogs	45	here, I, in, is, it,
2.3	Cut It Up	40	like, look, my, on,
2.4	Around the House	48	see, she, the, this, we, will, you
3.1	Ten	56	to
3.2	Can You Tell?	55	which
3.3	Who Lives Here?	60	who
3.4	Get Fit	60	said
4.1	Sink or Float	75	put
4.2	Long	74	have
4.3	A Fish, A Bug	75	has
4.4	Chicks	75	out
5.1	Black, White, Blue	89	some
5.2	Little Noise, Big Noise	88	of
5.3	Where Do Butterflies Come From?	89	these
5.4	Plants	84	they
6.1	What Is It?	97	do
6.2	Shapes	94	what
6.3	Fun Outside	94	with
6.4	Fruit	98	kne
7.1	Firefighters	106	th
7.2	Mother Polar Bear	107	hel
7.3	Cubes	105	all
7.4	Luke and June	103	going
8.1	Brush, Brush, Brush, Brush	114	when
8.2	Crabs	119	them
8.3	The Wedding	111	was
8.4	Trucks	118	from
9.1	Slugs	122	stay
9.2	What Looks Little in Space?	122	little
9.3	Things that Sting	122	your
9.4	Animals of the Everglades	122	one
10.1	Gannets	133	find
10.2	Chicago	136	very
10.3	Giraffe Giants	137	use
10.4	Cities	135	where
11.1	Apple Trees	144	then
11.2	Animals Speak	145	how
11.3	Workers in My Street	146	there
11.4	A Run to the Bay	148	down
12.1	Toads	152	water
12.2	Snowy Weather	158	long
12.3	Look at the Land	154	that
12.4	Cockatoos for Pets	157	need
13.1	Stinky Skunks	169	most
13.2	Why Does a Frog?	164	why
13.3	A Day on the Farm	163	today
13.4	After the Accident	166	now
14.1	The Very Big Storm	172	more
14.2	Ostriches	172	than
14.3	Girls' and Boys' Toys	175	were
14.4	Mashed, Baked, Fried	176	people
15.1	Baby in a Pouch	187	keep
15.2	Wolves	182	other
15.3	Breakfast	189	sometimes
15.4	Tandem Skydiving	187	many

Level	Title	Word Count	High-Frequency Word - New	High-Frequency Words - Revised	Sentence Pattern
1	Mm	5			man
1	Tt	10	a		A tiger.
1	Aa	10	an		An ant.
1	Ss	10	the		The sun.
1	Pp	15	like		I like pizza.
1	Cc	20	am	a	I am a cat.
1	Zz	20	it	a	It is a zebra.
1	Ii	21	is	an, it	It is an insect
1	Ff	21	this	a, is	This is a feather.
1	Dd	20	we	like, this	We like this dog.
1	Ee	20	here	an, is	Here is an elephant.
1	Bb	25	on	am, I, the	I am on the boat.
1	Rr	20	my	here, is	Here is my rabbit.
1	Kk	20	you	a	You are a kitten.
1	Oo	20	are	an, you	Are you an octopus?
1	Hh	25	in	a, are, you	Are you in a helicopter.
1	Ll	25	can	a, I	I can see a lamb.
1	Uu	25	see	can, my, you	Can you see my umbrella?
1	Nn	25	she	a, can, see	She can see a nest.
1	Gg	21	look	this	Look at this girl.
1	Qq	21	at	look, this	
1	Jj	25	will	see, the, we	
1	Vv	25	he	a, can, see	
1	Ww	30	go	at, lo	
1	Xx	30	and	at, gr	
1	Yy	30	for	and, t	

e-Big Books

Title	Phonemic Awareness Skill
The Bug Band	Word Awareness
Flea's Syllable Song	Syllable Awareness
Spider's Rhyming Game	Rhyme Awareness
Piglet's Pie	Alphabet Awareness
Camel's Clever Class	Alliteration
Cody's Code	Onset/Rime Awareness
Impy's Invite	Phoneme Segmentation
Lizzie Lizard Learns to Read	Phoneme Blending

Level	Title	Word Count	H/F Words New	Phonic/ Grammatical
10.1	A Day on the Mountain	206	about	th
10.2	Where Could You See These Wheels?	208	could	wh
10.3	Photos of the Moon	208	three	ph
10.4	It's Springtime Where I Live	209	new	Three-letter blends/digraphs
11.1	Knights and Knitters	203	always	kn
11.2	Wrestling	218	each	wr
11.3	Scissors and Shears	214	would	sc
11.4	A Quick Quiz	219	number	au
12.1	Fun in the Trees	212	after	Contractions
12.2	Where Do the Harrisons Live?	224	live	Abbreviations
12.3	One and More Than One	223	don't	Irregular plurals
12.4	Did You Grow These?	225	really	Irregular past tense
13.1	At the Mail	238	almost	al digraph
13.2	Noisy, Squawking Gulls	237	hear	law
13.3	A Week With Paul	239	every	au
13.4	Brothers and Sisters	237	our	Schwa
14.1	Baking Bread	247	help	Short ea
14.2	Take a Good Look at These	243	want	Short oo
14.3	What Can You See at the Zoo?	246	think	Long oo
14.4	I Thought I'd Get a Hippo	245	before	ou as in ough
15.1	Bright Lights	252	also	Word family ight
15.2	Can a Shark Hear Sounds?	252	something	Word family ound
15.3	Blown By a Twister	259	because	Word family oun
15.4	Snowshoe Hares	258	white	Word family are
16.1	The Cheekiest Birds	254	even	Comparative suffixes -er (more) -est (most)
16.2	Runners, Jumpers, Throwers	265	high	Suffixes -er (person connected with)
16.3	Friendly, Cheerful Gorillas	266	someone	Suffixes -ly (characteristic of)
16.4	Don't Let It Frighten You	276	near	-ful (full of)
17.1	Riding for the Disabled	277	should	-less (without)
17.2	The Game I Invented	277	over	-en (to make)
17.3	Mishaps on Bicycles	278	next	-on (to make)
17.4	Preparing Pancakes	289	different	Prefixes un (no) dis (opposite of)
18.1	At the Airport	288	grow	Prefixes re (again back) in (into)
18.2	Pumpkins	287	around	Prefixes bi (two) mis (wrongly)
18.3	Spooked into a Stampede	295	old	Prefixes over (too much) pre (before)
18.4	Our School Garden	300	through	Compound words
19.1	Bicycles	298	between	Syllables
19.2	Venus and Earth	295	ever	vc/cv closed
19.3	Camels of the Desert	302		Syllables - vc/cv closed & silent e
19.4	At the Rodeo			Syllables - closed and r-controlled syllables
20.1	Did You Ever See a Bare Bear?			Syllables - v/cv

Set 2

In-depth details can be found at www.iversenpublishing.com

Is Quick60 Research-Based and Field-Tested?

Quick60 grew out of the research of Iversen and Tunmer (1993)
- Phonological Processing Skills and the Reading Recovery Programme, Journal of Educational Psychology Volume 85.
As well as research by Iversen, Tunmer and Chapman (2005)
- The Effects of Varying Group Size on the Reading Recovery Approach to Preventive Early Intervention, Journal of Learning Disabilities Volume 38:5.

These research studies incorporated explicit teaching of phonics into a Reading Recovery™ model of instruction and then adapted that model for small groups rather than one-on-one instruction.

Field-Testing is currently taking place at two sites. One School is using the Quick60 programme with groups of 8 and 9 year-old students who have trouble functioning in a regular classroom. These students bring a variety of behavioral problems to the programme. This group also includes English Language Learners.

The second site is using the Quick60 programme to quickly accelerate the progress of 6 and 7 year-old students who are reading nine to twelve months below grade level. The aim is to get these students functioning at average levels as soon as possible, so that they do not fall further behind.

Interim field-test results can be viewed at:

www.iversenpublishing.com

What Is the Quick60 Instructional Model?

The Quick60 instructional model relies on systematic and explicit teaching from the person delivering the programme. Skills are systematically introduced and reinforced within the instructional cycle. Emphasis is placed on multiple opportunities for students to learn important literacy skills. Once these skills have been taught and practiced, the students are constantly reminded of what they know, so they start to take responsibility for remembering and applying their new learning. In this way, the skills become internalised.

The instructional model is designed to work with groups of up to five students. It covers alphabet learning, phonemic awareness, phonics, spelling, grammar and punctuation, writing, fluency, vocabulary, and comprehension.



What Assessment Tools Does Quick60 Use?

The Quick60 programme incorporates both formative and summative assessment.

Four quick tests have been included in the Quick60 programme. These tests cover the basic skills that predict reading and writing achievement. The tests are:

- *Alphabet Test*

The alphabet test is included because knowing alphabet letter names is a strong predictor of future reading and writing success although not causally related.

- *Spelling Test*

The spelling test is included to assess how well students can translate sounds into letters. Students unable to do this task will have trouble writing unknown words.

- *High-Frequency Word Test*

The high-frequency word test is included as all students need a bank of high-frequency words in their known reading and writing vocabularies to read and write fluently.

- *Pseudo-Word Decoding Test*

The pseudo-word decoding test is included to assess how well students can translate letters into sounds. Students unable to do this task will have trouble reading unknown words.

The score sheets are designed to provide you with a clear picture of what the student can do, rather than just a numerical score. What students can do provides the foundation for your teaching.

The Spelling and Pseudo-Word tests provide two methods of scoring. One gives the total number of words read or spelt correctly. The other gives credit for sounds and letters correct when the total word is not correct.

Alphabet Test

Alphabet Check Sheet

Name: _____ Date: _____

Letter Name	Letter Sound	Word
Aa		
Bb		
Cc		
Dd		
Ee		
Ff		
Gg		
Hh		
Ii		
Jj		
Kk		
Ll		
Mm		
Nn		
Oo		
Pp		
Qq		
Rr		
Ss		
Tt		
Uu		
Vv		
Ww		
Xx		
Yy		
Zz		

Spelling Test

Spelling Check Sheet 2

Name: _____ Date: _____

Target word	Sentence	Score
1. sit	The dog is <u>si</u> t.	
2. ill	Thomas <u>ill</u> on glass.	
3. jump	Don't <u>jump</u> the ladder.	
4. bump	The bus <u>bump</u> on the road.	
5. swim	She <u>swim</u> in the sea.	
6. look	She <u>look</u> to look the ball.	
7. stop	The car <u>stop</u> at the lights.	
8. stop	He is <u>going to stop</u> the road.	
9. open	Please <u>open</u> the gate.	
10. side	He <u>parked</u> the side of the house.	
11. back	The rabbit <u>run</u> <u>down</u> the back.	
12. down	There is a <u>mountain</u> <u>in</u> the middle of the park.	
13. open	The <u>door</u> <u>is</u> <u>open</u> at the moment.	
14. back	The <u>truck</u> <u>went</u> <u>into</u> the back.	
15. open	The <u>door</u> <u>is</u> <u>open</u> .	
16. help	The <u>baby</u> <u>was</u> <u>born</u> <u>with</u> <u>help</u> .	
17. help	Can you <u>help</u> me?	
18. down	The <u>ball</u> <u>has</u> <u>gone</u> <u>down</u> it.	
19. stop	I <u>will</u> <u>stop</u> <u>at</u> the shop.	
20. open	Can you <u>open</u> the door?	
21. stop	I <u>was</u> <u>going</u> <u>to</u> the shop.	
22. stop	I <u>was</u> <u>going</u> <u>to</u> the shop.	
23. down	There was <u>some</u> <u>rain</u> <u>in</u> the glass.	
24. look	I <u>look</u> <u>at</u> the book.	

High-Frequency Word Test

High-Frequency Word Check Sheet

Name: _____ Date: _____

Word	Word	Word	Word
at	the	was	are
in	to	you	was
on	and	we	can
of	is	it	do
for	he	are	by
but	so	one	to
from	at	the	with
by	on	is	and
to	in	of	the
and	the	is	was
is	was	are	can
are	can	we	do
we	do	it	do
it	do	the	was
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it	do	the	was
the	was	are	can
was	are	can	we
are	can	we	do
can	we	do	it
we	do	it	do
it	do	the	was
the	was	are	can
was	are	can	we
are	can	we	do
can	we	do	it
we	do	it	do
it	do	the	was
the	was	are	can
was	are	can	we
are	can	we	do
can	we	do	it
we	do	it	do
it	do	the	was
the	was	are	can
was	are	can	we
are	can	we	do
can	we	do	it

How Do I Manage On-Going Formative Assessment?

A colour-coded check sheet is available with each book to assist with on-going formative assessment. The sheets are for use in the Quick Check component of the Quick60 lesson. Each day, you will hear a student read aloud and circle any words on the check sheet that the student misreads. The colour code shows you at a glance the types of errors the student is predominantly making.



The colour-coding is as follows:

Red – new decodable skill

Green – previously taught decodable skill or word family

Blue – new high-frequency word

Pink – previously taught high-frequency words

Brown – words accessible from the content or context

The error rate is found by dividing the running words by the errors,

$$\text{for example } \frac{100}{10} = 1:10 = 90\%$$

You can use the following table to convert the ratio into a percentage accuracy score.

A score above 95% means that the student is reading well at this level.

A score from 90% to 94% is the student's instructional level.

A score below 90% is too hard for the student. You will need to check the colour coding to see where the student is having difficulties and adjust your teaching accordingly.

Error Rate	Accuracy %
1:200	99.5%
1:100	99%
1:50	98%
1:35	97%
1:25	96%
1:20	95%
1:17	94%
1:14	93%
1:12.5	92%
1: 11.75	91%
1:10	90%
1:9	89%
1.5	80%
1.4	75%
1:2	50%



How Do I Get My Quick60 Programme Started?

First, find a suitable place to work. This may be in the classroom or in a separate room. The place you chose will depend on the size of your group and the space available in your building.

Collect any furniture and equipment you need. You will need a black or white board or chart paper for your demonstrations, and a writing book for each student. Your students will also need some way of practising writing high-frequency words. They could use small dry-erase boards and markers, or a blank practice book.

If you are using audio versions, e-books, and/or interactive e-books, ensure that you have the appropriate equipment and that it is in working order.

Download, copy, and laminate the high-frequency word and spelling cards from the Quick60 Teacher Support website. Download and copy the cut-up sentences if you are using the Alphabet books. Download and copy the lesson plans and colour-coded check sheets.

Ensure you have a book for each student in the group and one for yourself, then watch the on-line training video to see how the lesson progresses.

All Quick60 teaching support materials can be found at:
www.iversenpublishing.com/teachersupport

How Do I Choose the Students?

Consult with the classroom teachers as to which students will benefit from the programme. This will more than likely be a school decision dependent on particular needs and the way your school is going to address them.

Test the students using the four Quick60 tests and group students with similar ability.

Use the ability level of the lowest-scoring student in the group as the starting point for the Quick60 programme. Students who already have some knowledge will benefit from the revision as they learn the routines.

Ensure you have a book at that level for each student and one for yourself. Choose the appropriate lesson plan for that book and select the high-frequency word cards on the lesson plan under Quick Quiz. Add any other high-frequency word cards that one or more students may not know – you will have this information on the test sheets. Keep the cards to a maximum of 10 or you will run over time.



How Long Does a Lesson Last?

If you are an experienced teacher you can teach a Quick60 lesson in 40 minutes. If you are a teacher aide it may take you a little longer. Don't worry if you run over time to start with. Once you and your students are familiar with the routine, the lesson will move along much more quickly.

Once you are familiar with the Quick60 lesson components and the routines, use the following table as a guide to the amount of time you should spend on each component. If you find yourself getting behind, invest in a timer, that reminds you when the time for each component is up. Many students are very good at slowing the lesson down as part of their avoidance strategies.

<i>Lesson Component</i>	<i>Time in Minutes</i>
<i>Quick Quiz</i>	2
<i>New Word</i>	2
<i>Quick Read</i>	4
<i>Quick Check</i>	5
<i>Quick Write</i>	10
<i>New Skill</i>	5
<i>New Book</i>	12

If you do not have this amount of time, break the Quick60 lesson into two sessions. A good place to break the lesson is after the Quick Write component.

How Do I Move the Students Through the Quick60 Programme?

The Quick60 programme introduces a new skill, a new high-frequency word, and a new book in each lesson. The book contains at least four repetitions of the high-frequency word and numerous examples of the new alphabet, phonics, grammar, or vocabulary skill. The lesson structure and cycle also provides multiple opportunities for revision and consolidation of what has been taught as well as fluency practice of words in isolation and reading and spelling in context.

Day 1 – *new book read at least three times »*

Day 2 – *book read once as part of Quick Check »*

Day 3 – *book read once as part of Quick Read »*

Day 4 – *book read once as part of Quick Read.*

Total opportunities to read the same book = 6

If you follow the books in the order that they are written, and teach the skills explicitly as suggested in the lesson plans, your students will make progress.

What If My Students Are Making Exceptional Progress?

If you find that your students are starting to learn new skills by analogy, and reading each new book at 95% or more accuracy you could consider accelerating their progress. Keep in mind though, that most struggling readers are vulnerable and that their writing may not be keeping pace with their reading.

If you still think that your students could move more quickly, you could try fast-tracking them in the following way:

Try collapsing certain levels. For example, level 5 teaches l-family blends. You could teach bl, and along the way teach the rest of the l-blend family incidentally by analogy. Add to the Quick Quiz, any high-frequency words for the other three level 5 books that the students may not know. Give the students the other three level 5 books to read independently as a follow-up activity. The same would apply to the r and s blends.

You could follow the same procedure with the long vowels – just teach one of the two books for long a. If your students understand it, don't teach the next one. If your students understand the long vowel +e rule, you could skip the rest of the long vowels and teach them by analogy also.

If you are working with older students and using Quick60 Set 1 and Set 2, start Set 2 at level 16 rather than consolidating with levels 10 - 15.

How Do I Use the Follow-Up Activities?

The follow-up activities on the lesson plans are provided for you to use to consolidate learning. Remember that the best practice for reading and writing, is reading and writing.

When you are setting the lesson routine at the beginning of the programme, ensure that you set the routines for the follow-up activities. As students will be doing these activities independently, they need to know exactly what to do. They may do these activities with you while you teach another group, or they may do them back in the classroom.



When Do I Exit the Students?

When you exit students will depend on a variety of factors. It is important to remember that some at-risk readers will always require long-term support while others will quickly be able to take their place in the regular classroom.

If you are working one-on-one with a student who is making good progress, you may consider having that student join a group that you are working with before going back into a classroom situation.

If you are working with students with behavioral problems, you will need to be sure that they can cope with the situation that they are being returned to before you release them. Some students quickly modify their behavior as they become knowledgeable and confident, others need longer to consolidate their learning before going back into a classroom situation.

If you are working with English Language Learners, you will need to be sure that they have a reading process in place and that their only impediment to further progress will be new English language vocabulary that they will meet in the regular classroom.

If you are working with older at-risk students, you will need to ensure that they have the skills to cope in their classroom, which will mean working through to the end of Quick60 Set 2.

How Do I Exit the Students?

Once you think that your students can cope back in the classroom, you need to consult with the classroom teacher about suitable placement.

If there is a suitable group for your students to join – similar reading level and similar rate of acceleration – retest your students using the four Quick60 tests. Score the tests in such a way as to give a formative as well as a summative assessment, and discuss this with the classroom teacher.

Do a Quick Check on a seen and an unseen text to get a percentage accuracy and to see what kinds of mistakes the student may still be making. Share this with the classroom teacher.

Talk with the students about their on-going progress. Ensure that they are partners in their on-going learning. The Quick60 programme will have made them aware of what they know and what they can do.

Once the students are returned to the classroom programme, check with their teacher fortnightly to ensure that they are continuing to make progress.

