



Reaching the Finish Line:

Discontinuing Students Before the 20th Week

Julie Schaefer, PhD

Jefferson City Public Schools

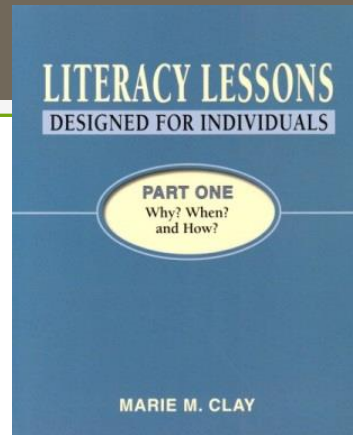
Reading Recovery Teacher Leader

julie.schaefer@jcschools.us

Road Map



- Thank you for choosing this session!
- Our goal is to discontinue students as quickly as possible so they students continue making progress in the classroom
- 10 Tips that may help you make this a reality
- Video, pictures, and resources will accompany tips
- Lots of opportunities to talk with your colleagues
- Time for goal setting



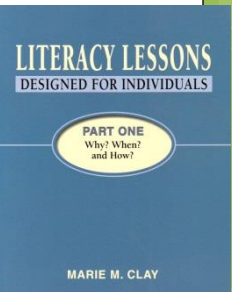
Acceleration

- “The child requiring help with early reading and writing has been making very slow progress and has been dropping further and further behind his classmates. In order to become an average-progress child he will have to progress faster than his classmates for a time if he is to catch up with them.” (LL1, p. 22)

The Starting Line



- It all starts in **Roaming Around the Known**: “For the first two weeks of the lesson series stay within what the child already knows how to do....The teaching should start not where the teacher is but where the child is! Confidence, ease, flexibility and, with luck, discovery are the keynotes.” (LL1, p. 32)



1. Make the Most of RAK

- **Make it fun!**
- **Make students feel that they are readers and writers!**
- **Enjoy getting to know your student!**

2. Engage in Conversation

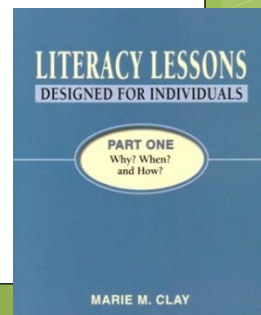
- **“The teacher in conversation with the child creates opportunities for the child to talk, and to talk more. Any child with limited language skills needs more opportunities to talk. And the teacher provides examples of how to use language in every utterance she makes.”**

(LL1, 34)



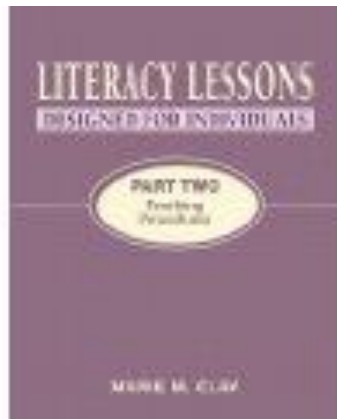
3. Focus Your Instruction

- “Look at what a particular child can do now and think about what he needs to learn to do. Consider changes you would expect to see in the reading and writing behavior of each child as he becomes a more competent reader and writer.” (LL1, p. 31)



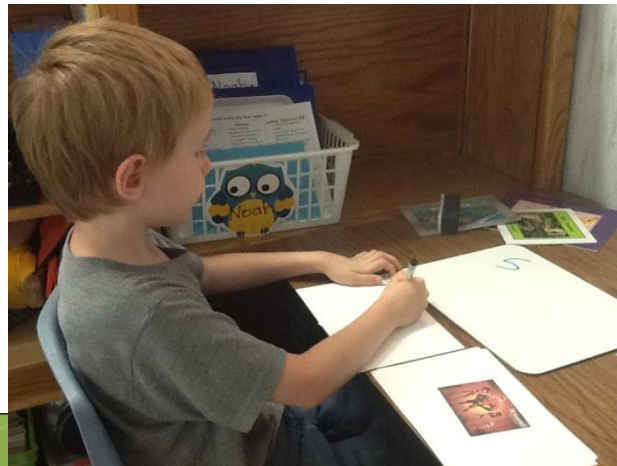
4. Use a Variety of Texts

- “Early intervention teachers need to have a wide range of books from which to choose.” (LL2, p. 89)



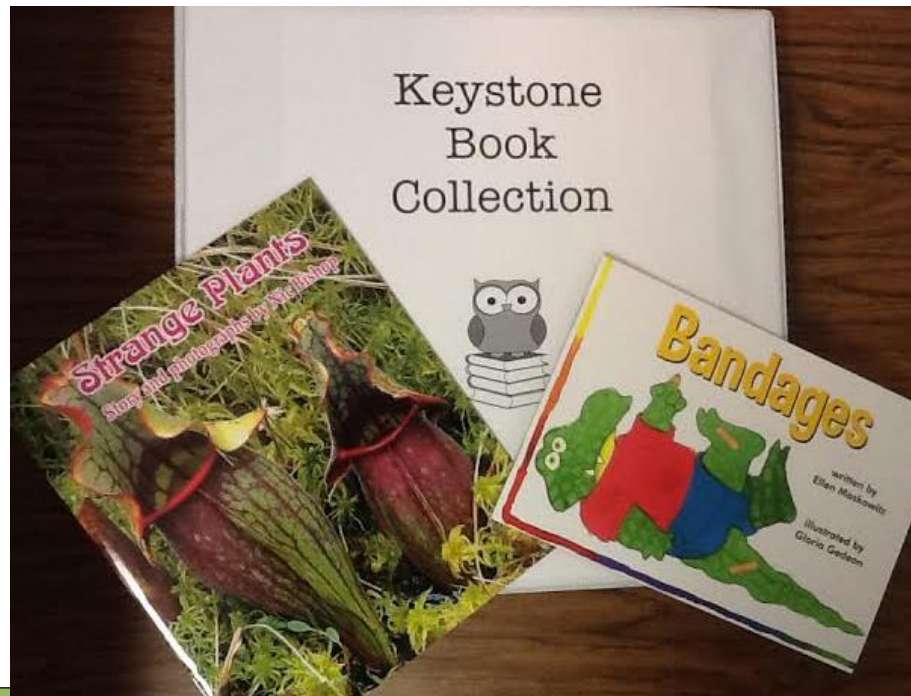
5. Make Writing More Fun

- “Teachers can encourage children to write more, with speed, fluency and accuracy, and this will contribute to faster progress in literacy learning.” (LL2, p. 68)



6. Monitor Student Progress

- o 6 week benchmark using Keystone books & 5 minute writing spree



7. Provide Easy New Texts to Foster Independence

- Let students choose new books at lower text levels (2-3 levels below instructional level) to promote independence
 - Orient themselves to a text
 - Problem-solve independently

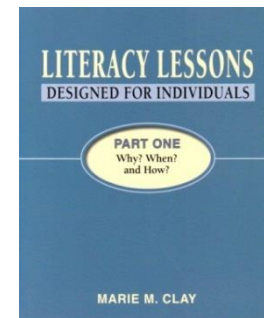
8. Adapt Lesson Series to Reflect Change Across Time

- “To encourage teachers to think about the changes they need to make in their teaching, I have tried to describe how the children’s behaviors change on each task in the lesson from early (I), to middle (II), to late (III) stages.” (LL1, p. 48)

9. Collaborate with Classroom Teacher

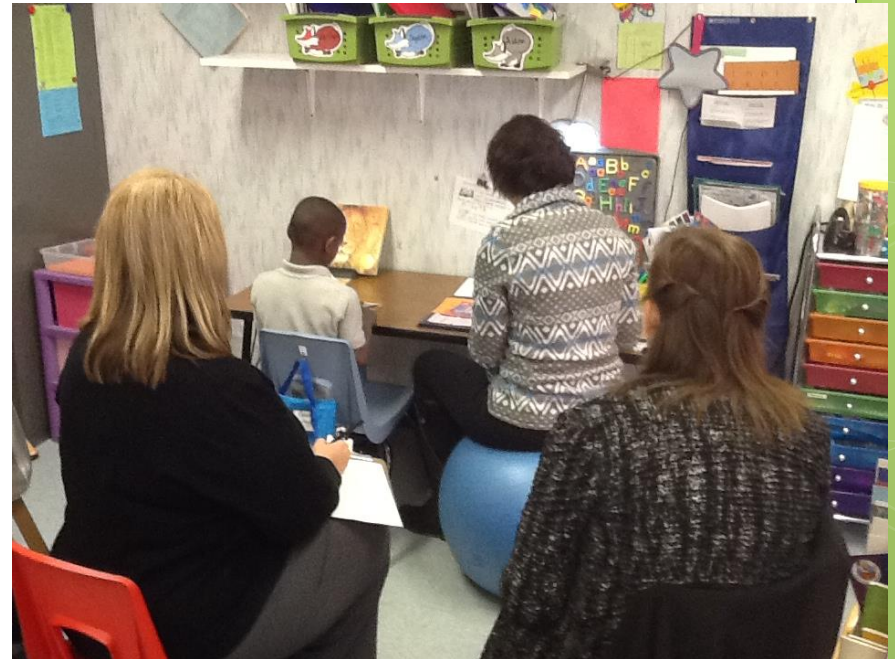
- “As the next step in discontinuing prepare the child and his teacher for this, perhaps even working with the child in his classroom for the last two weeks of his program.”

(LL1, p. 59)



10. Ask Colleagues for Support

- Get timely support from a colleague



Your goal is...



to reach the finish line earlier!



How will you reach your goal?



Thank you so much!



Good luck reaching your goal!