As a first grader at Carver Magnet Elementary School, Jordan Works was a happy girl who loved to help her teacher organize the book center, tidy up the baskets of traveling logs, and help in any other way that might be needed. She eagerly participated in class activities and especially loved the big book center and role playing the part of the teacher.

As the year progressed, Jordan’s teacher became concerned that her reading progress had slowed considerably; however, she believed Jordan was capable of doing much more than her recent work indicated. When several openings occurred in Reading Recovery that spring, Jordan was among those screened with the Observation Survey and was selected to begin the intervention.

Jordan began her Reading Recovery lessons with me in April, reading at a Text Level 6. She seemed to know how good reading sounded and demonstrated that she could read with fluency. She appeared, though, to lack confidence in her ability to meet the challenge of new words, which led her to wait for help if she encountered difficulty. Nevertheless, Jordan displayed a willing attitude and took delight in reading her little books and taking them home to share. After the initial challenges presented in early lessons, she made strong progress in reading and writing and gained self-confidence. Jordan made tremendous improvement; at year’s end she read on grade level and her lessons were discontinued.

In the fall of her fifth-grade year, Jordan was selected to participate in the gifted and talented (GT) program. Karen Banks, the GT teacher at Carver, found Jordan to be full of curiosity and thoughtfulness and noted her strong reading and comprehension skills. Jordan made tremendous improvement; at year’s end she read on grade level and her lessons were discontinued.

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Jordan’s fifth-grade teacher, Ed Scott, recognized Jordan’s leadership in the classroom — both academically and socially. He found her to be a high-achieving, capable student with excellent work habits. In class, Jordan possessed a strong desire to learn, took pride in her work, and was intrinsically motivated to know more.

As I looked out the window of my classroom on the last day of school, Jordan’s last day at Carver, I noticed her walking arm-in-arm with her mother. Off she goes, I thought. She has come a long way from an unsure first grader to a poised and confident young lady, eager to step beyond the bounds of Carver Magnet Elementary School. I look forward to learning of Jordan’s accomplishments in middle school and beyond.

Jordan in first grade

As Jordan leaves elementary school, her Reading Recovery teacher, Dianne Runion, remembers her progress and looks forward to learning of her accomplishments in middle school and beyond.

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Dianne Runion, Reading Recovery teacher
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