

# FROM DAY ONE: FOSTERING EARLY INDEPENDENCE TO PROMOTE ACCELERATION

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## TODAY'S SESSION VS. LIVE ENGAGEMENT SESSION

### Today's Session:

- Describe the problem or challenge that led us to this topic
- Share some processes we employed to address the challenge
- Explore this topic retrospectively, using artifacts from a Fall 2021 Reading Recovery student

### Live Engagement:

- **Thursday, February 3rd, 4:00-4:45**
- Explore the topic in "real-time" using video and artifacts from "mid-year" entry students
- And, of course, answer questions you may have...

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**BETWEEN NOW AND FEBRUARY 3RD, WE  
WOULD LOVE TO INTERACT WITH YOU!**



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# THE WHY

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## RATE OF ACCELERATION: TEXT READING LEVEL

Student Group	Average Number of Weeks	Average Entry Text Level	Average Exit or EOY Text Level	Average Gains in Text Level	Average Text Level Gain per Week
Fall Entry Accelerated Progress	15	1 Stanine 3	16 (Exit) Stanine 5	15	1
Recommended (Fall Entry)	20	1 Stanine 3	8 (Exit) Stanine 4	7	0.42
Mid-Year Entry Accelerated Progress	11	5 Stanine 2	18 (EOY) Stanine 4	13	1.18
Incomplete (Mid-Year Entry)	11	3 Stanine 2	8 (EOY) Stanine 2	5	0.46 <small>IDEC US Norms for OS Tasks</small> 5

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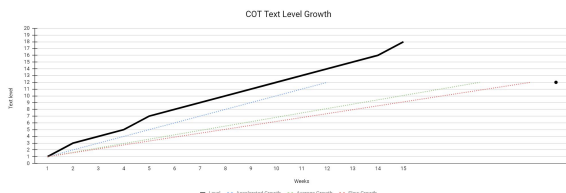


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## A REAL EXAMPLE OF TRL INCREASE FOR ACCELERATED PROGRESS 1ST ROUND STUDENT (2010-2019)



Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Text Level	1	3	4	5	7	8	9	10	11	12	13	14	15	16	18

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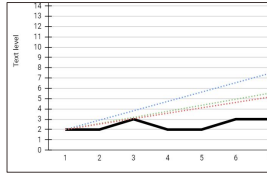
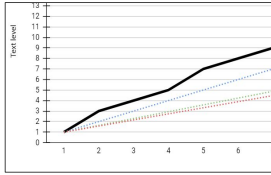


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**A SIDE-BY-SIDE COMPARISON OF TRL INCREASE FOR ACCELERATED PROGRESS AND RECOMMENDED STUDENT (2010-2010)**



Week	1	2	3	4	5	6
Text Level	1	3	4	5	7	8

Week	1	2	3	4	5	6
Text Level	2	2	3	2	2	3

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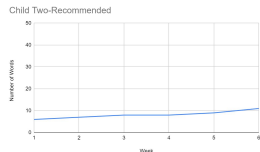
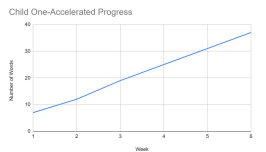


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**A SIDE-BY-SIDE COMPARISON OF WV INCREASE FOR ACCELERATED PROGRESS AND RECOMMENDED STUDENT (2010-2010)**



Week	1	2	3	4	5	6
WV	7	12	19	25	31	37

Week	1	2	3	4	5	6
WV	6	7	8	8	9	11

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**TOGETHER WE REACHED THE FOLLOWING CONCLUSIONS...**

- We were getting caught up in item teaching, losing the focus of processing.
- We had a “20 week” problem!
- We tended to hover (especially over lower repertoire kids).
- And...

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**THESE PROBLEMS WERE EVIDENT  
BEFORE THE PANDEMIC!**



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**FROM THE MARY FRIED, TLI 2021**

- Intensify teaching and learning.
- Ask, “What does the child need to learn how to do now?”
- Teach by **demonstration EARLY** and question/prompt for an established response.
- Teach with a good pace and sense of urgency.



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**WHAT WE DID**

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## SET THE STAGE FOR INDEPENDENCE

“In Reading Recovery, independent work is passed to the child in **the first week** of the programme for **any part of the child’s tasks** that he or she already controls.” Clay, *Change Over Time*, p. 220

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## WE ALSO REMINDED OURSELVES ABOUT CLAY’S (PERHAPS) MOST FUNDAMENTAL TENET...



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## LET’S TALK ABOUT WHAT KIDS CAN DO...

- Engage in a conversation
- Turn the pages of a book
- Choose texts
- Compose an idea for a story
- Erase the whiteboard
- Open the door
- Take the lid off the marker
- Pull out their own chair
- Open their writing book

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**FROM DAY 1 WE COMMITTED TO HELPING OUR CHILDREN...**

Take some  
action at  
difficulty

Begin to  
self-monitor

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**SO, WE CHanneled OUR INNER MARY FRIED**

- “What does the child need to learn how to do now?”
- In order to answer this question....
  - We had to have greater clarity on what our children already knew **HOW TO** do.



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**EMPOWERING OUR TEACHERS**

“There must be times when the teacher stops teaching and becomes an observer, a time when she must drop all her presuppositions about a child and when she listens very carefully and records very precisely what that particular child can...do.”

Clay, 2016, p. 12

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# UNASSISTED READING AND WRITING TASKS

## Unassisted Reading and Writing Tasks

At regular intervals, you will collect an unassisted reading and writing sample from each of your Reading Recovery and Literacy Lessons students. The goal is to help you notice and respond to shifts in processing. In real time, to promote accelerated growth in learning. Additionally, we will be looking for evidence regarding the child's emerging independence is evolving and shifting over time in response to teaching decisions.

At each OPL, you will bring the unassisted tasks for each of your students. We will use the samples to study the change over time change over time in processing in reading and writing. Then, we will use the samples to generate discussion about independence and create predictions of progress which will serve as a guide for teaching.

When will I do this?

- Before you begin Roaming, get an unassisted reading and writing sample from each student. If you are unable to get the sample before you start Roaming, do it as the first task during your initial Roaming session.
- At the end of Roaming, collect another sample from each student.
- Then, once a week you will do an unassisted reading and writing task with each student. This can

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# ANALYSIS TOOL

		Controls (Independent)	Partially Controls (Emerging)
Date:	Writing		
	Reading		
What does this child need to learn next?			

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# EXPLORING CHANGE OVER TIME

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# MEET AARON...




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		Controls (Independent)	Partially Controls (Emerging)
9.10.21	Writing	<ul style="list-style-type: none"> <li>Picture expresses story</li> <li>Hears and records consonants in order</li> <li>Maintains directionality</li> <li>Slowly articulates unknown word</li> <li>Takes action</li> </ul>	<ul style="list-style-type: none"> <li>Beginning understanding of hearing and recording sounds</li> <li>Simple phrase (verb + noun)</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>Anticipating with M &amp; S</li> <li>1:1</li> <li>Takes action at difficulty</li> <li>Searches picture for meaning</li> <li>Respecting directionality</li> </ul>	<ul style="list-style-type: none"> <li>Orienting to story by looking at pictures</li> </ul>
What does this child need to learn next?			

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9/10/21

Instruction: Baby Elephant's Trunk 2 4/36

Start: 17 94

End: 18 94

Page	Title	Start	End	Time	Notes
2	Baby Elephant's Trunk 2	17:17	17:36	19	MSD MSY
4					Kept looking with picture
6					
8					
10					push pull
12					

word by word used finger to point

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9/24/21 **Kitty Cat & the Bird, 4** 8/64 1: 8 87 % 1: 9

Page	Title	Row	Words	Initials	Finals	Words	Initials	Finals
2	Kitty							
5	can to   can - s - t   cat							
7	Fat							
9	Furry							

Page	Title	Row	Words	Initials	Finals	Words	Initials	Finals
11	see-eye							
13	the b-ill							
15	fat							
16	s-o-f-e							

Short phrases in finger pointing

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9/24/21

- Went to "work page" without prompt.
- Did not space between "fat" and "cat"; immediately monitored and grabbed the tape (independently) to cover the error.
- He used his marker to show himself how much space to leave.
- Monitored the formation of "n" in "not" (it looked like an "h")...and colored it in to make it look like "n"
- Asked if there was another "p" or a "y" in "happy"

h a a p

Fat cat is not

haq.

"Fat Cat is not happy."

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10/1/21 **Billy is Hiding, 5** 4/97 1: 20 95 % 1: 3

Page	Title	Row	Words	Initials	Finals	Words	Initials	Finals
2	Billy							
4	are							
6	Here							

Page	Title	Row	Words	Initials	Finals	Words	Initials	Finals
8	making							
10	can't							
11	can't							
12								
13	picture							
14	can't							
16	Boo							

larger phrases -> some intonation

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10/1/21

- Immediately composed his story.
- Aaron said "I forgot to space between "Jack" and "and"
- Noted that "Billy" wasn't right but wasn't sure what to do to help himself.
- Refused to go on until the teacher provided a model showed him how it looked.

Jack and Mom and  
 Billy where too the mall.

"Jack and Mom and Billy  
 went to the mall."

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10/15/21 Instructional Brave Father Mouse 7/92 1: 12.5 92 % 1: 8

Page	Title	Level	Author	Genre	Character	Setting	Plot	Theme	Other
2	Mom -   M - the	M	M	M	M	M	M	M	M
4	up -   a - up -   like see! a -   p -   a -   e -   asleep	M	M	M	M	M	M	M	M
6	at -   home hungry with -   R -   g -   where -   r -   g -   That doesn't sound right!	M	M	M	M	M	M	M	M

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10/15/21

- Monitored space with eyes.
- Wrote "sle" and moved to work page.
- Wrote "g" for "p" and grabbed the tape.
- Wrote "sleq" and then clapped the word ("sleeping") and said "that part is easy" and wrote "ing"
- Wrote "st" in stairs as a unit and moved to the work page.
- He asked if it was "a" or "e" and tried "i"
- Slowly articulated the whole word, recorded "r"...reread the story, articulated "stairs" again and recorded the "s"
- Reread story again and recorded the period at the end.
- He added a smiley face check.

sleqing  
 stirs

The cat is  
 sleqing up  
 stirs in the  
 gras. u

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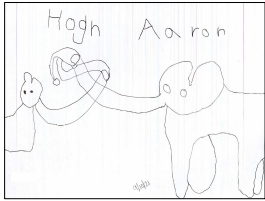
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COT in what Aaron could do independently in only 23 lessons



The cat is  
sleging ug  
stirs in the  
gras. u

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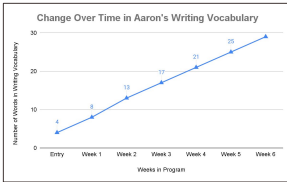
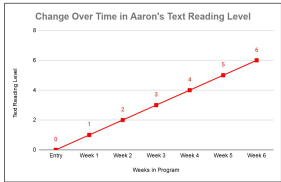
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### AARON'S RATE OF ACCELERATION



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### MARIE CLAY ON INDEPENDENCE

“The teacher cannot teach independence... Teachers do not need to know how to teach independence, they need to know how and when to hold back and let the independent child take over the whole task. Children learn how to do this very quickly. It is often the teacher who finds it difficult to let the child be independent; she finds it difficult to be asked not to teach.”

(Clay, LLDI, p. 41)

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## WHAT WE LEARNED

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## SO MUCH...

- Teachers need space, time and processes to explore the GULF between independent and emerging learning.
- We are a strengths-minded community! We need to embrace that posture in everything we do, **every single day**.
- When we focus intently on processes for taking action and monitoring, our kids learn to take action and monitor.
- *In Reading Recovery, we don't wait for lesson 2, 15 or 40... acceleration begins on Day 1!*

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## AARON'S TEACHER ON INDEPENDENCE

"When my Teacher Leaders asked us to do the unassisted tasks every week in early lessons, my first thought was, 'You want me to take time away from teaching in this year **OF ALL YEARS?**' But, from the first week I realized that I was NOT taking time away from teaching, at all. I was intensifying my teaching, making more responsive decisions as a result of this work. Because of this experience, I know exactly what my kids can do on their own and where they needed support. Even if we don't do this as frequently in the future, unassisted tasks will ALWAYS be part of my repertoire as a Reading Recovery teacher."

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**AGAIN...OUR GOAL FOR THIS SESSION IS TO  
SUPPORT YOUR WORK WITH YOUR KIDS!**

Reach out to us with questions,  
comments, feedback, etc... and we will  
make sure to respond and/or include  
that information in our live engagement  
session on February 3rd at 4pm.



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