

Communication Link

ISSUE HIGHLIGHTS

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Web Site: <http://www.projectread.com>

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Project Read

Spring 1997

OAKLAND, CA

Raskob Learning Institute Connects with Language Circle to Offer Project Read Courses

Phonology: August 4 – 7 • Written Expression: August 11 – 14

The Raskob Learning Institute is situated on and is a department of Holy Names College, a private, nonprofit liberal arts college in the Montclair section of Oakland, California.

The remedial program was founded in 1953 by Sister Eileen Marie Cronin who was instrumental in developing the training model for the first Reading Specialist Credential issued by the state of California. The institute building was erected in 1960 with a grant from the Raskob Foundation.

Currently the institute performs six major functions:

1. provides diagnostic evaluations,
2. provides remedial 1-to-1 or 1-to-2 instruction,
3. houses a day school program for learning-disabled students, ages 8 to 14.
4. is the resource center for the college,
5. provides consultation to parents, businesses, other professionals, etc.
6. provides inservice training on learning disorders.

The Institute is an accredited member of the California Association of Private Specialized Education and Services. It is certified by the California State Department of Education and is a member of the Council of Exceptional Children, the International Reading Association, and the Learning Disabilities Association.

Our newest venture is that we have started a collaborative training program with the Holy Names College Education department in educational therapy which has the initial approval of the Association of Educational Therapists, a national professional organization for educational therapists. Educational therapists are masters-level trained educational professionals who work in the educational domain with individuals who exhibit learning disabilities and learning problems.

In talking with Tori Greene and Dr. Enfield we have decided that the Project Read program would be a good "backbone" for

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The Raskob Learning Institute, Holy Names College, Oakland, CA.



BEDFORD, NH

Bedford School District's Title I Program Gains State and National Recognition

Peter Woodbury and Memorial schools lauded as New Hampshire's "Distinguished Title I School" for 1996. Honors were repeated in May at a national awards recognition ceremony at the International Reading Association's Conference in Atlanta. One hundred schools were honored in Atlanta out of 54,000 in the country with Title I programs.



Bedford Primary Unit Title I Staff, left to right: Jackie Rzasas, Susan Astone, Mary Ann Loiselle, Dorothy Fair, Bonnie Bell, Fiona McKenna, Holly Lafond, Ann Remus, Marilyn Brennan, Pat Moquin

Bedford's Primary Unit, grades 1 – 4, serves over 1,100 students. All classes are heterogeneous; therefore, so is the teaching of reading. A literature-based, language arts-oriented reading program is the instructional base for the majority of the population and the Project Read model for about one-fourth to one-third of the population.

Students in the literature-based program benefit from strategies used in the Project Read program such as multisensory teaching of letters, sounds, syllables and sentence structure.

The Project Read students are included in literature-based lessons that enrich their vocabularies, knowledge of language and appreciation of good literature! All children benefit from the "best of both worlds" reading approach.

District's Title I Program

The Bedford School District's Title I Program covers grades 1 – 4. In the spring and fall, a variety of assessment data is compiled in order to identify children most in need of services as well as to determine any necessary program changes for individual students.

These assessments include:

- Gates-MacGinitie Reading Test
- Slosson Oral Reading Test – Revised
- Test of Written Spelling – 3
- Formal Writing Sample Third-Grade State (NH) Testing
- California Achievement Testing
- Metropolitan Readiness Test
- Bedford Reading Skills Inventory
- Classroom portfolios
- Teacher observation

Based on these results, students who are at risk are identified and academic plans are determined. Building placement teams review students' needs and carefully place students into classrooms, making the necessary instructional modifications.

District's Program Integrated with Project Read

The Bedford School District does an effective job of integrating the Title I Program into the other programs available to students and families throughout the District. The Title I Reading Program, grades 1 – 4, uses the phonology, comprehension and written expression strands of the Project Read program. There is a Project Read group in every one of the 48 classrooms, grades 1 – 4. Since teachers are well trained in Project Read, the work the children do in Title I has a direct carry over into the classroom.

All teachers, grades 1 – 4, are trained in Project Read philosophy and methods.

All district support programs utilize Project Read as a preventive/remedial reading program. Therefore, the classroom teachers, Title I teachers, Team Instruction Resource teachers, paraprofessionals, and Reading Specialists work together to effectively deliver the Project Read program.

A student who is having difficulty can move from classroom instruction to Title I support to Team Instruction support with continuity. All programs follow the same sequence of skills, utilize the same techniques, and use the same "language." Teacher involved are able to share materials and instructional ideas.

Title I Achievement Data

Bedford Title I students have consistently achieved significant gains in several achievement measures.

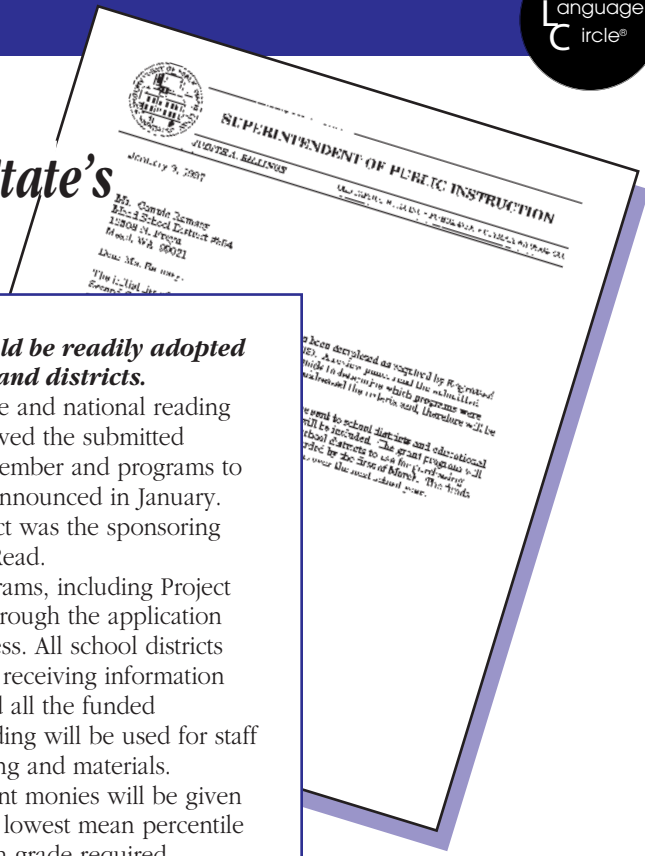
The Gates-MacGinitie Test is given to grades 2 – 4 each spring. Title I students at these grade levels achieved gains averaging 5.8 NCE points in 1994, 9.9 points in 1995, and 8.1 in 1996. These gains are well above the state average.

Title I students given the Slosson Oral Reading Test – Revised, in grades 2 – 4, achieved significant increases in their grade equivalent scores. Grade 2 students achieved

*"Bedford students have
access to
effective instructional
strategies and
challenging academic
content."*

MEAD, WA

Project Read Placed on Washington State's List of Effective Reading Programs



Project Read has been placed on the list of effective reading programs for grades K-4 by Washington State's Superintendent of Public Instruction. The Center for Improvement of Student Learning has been charged with many new tasks by the state legislature in the past several years. These tasks include:

- Developing academic goals and essential learnings;
- Overseeing new mandated tests for grades 4, 7 and 10; and
- Creating a list of effective reading programs that is tied to \$500,000 in grant money (ESSHB 2909).

The state was seeking programs that met Washington's approved essential academic learning requirements, had documented results, had been replicated in schools with differing populations, were cost

effective, and could be readily adopted by other schools and districts.

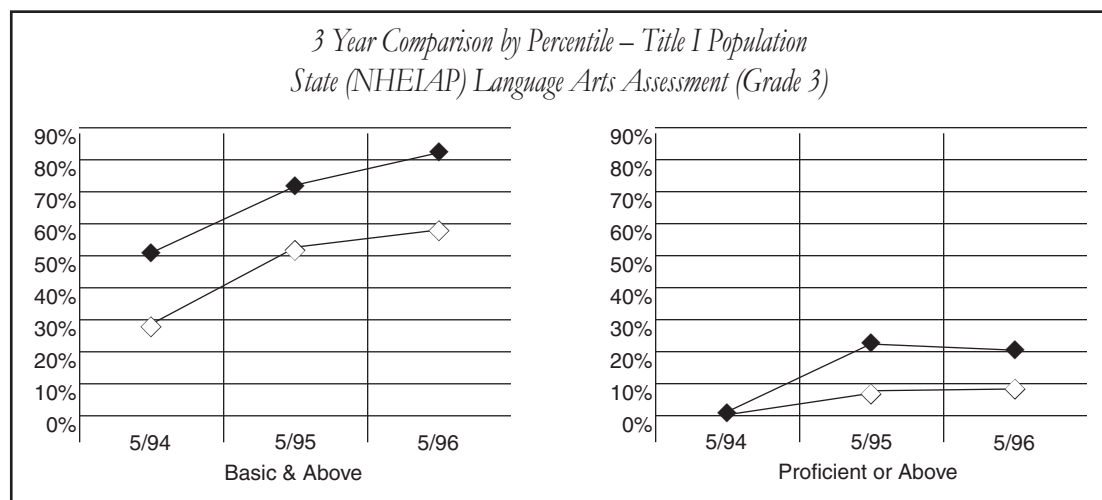
A panel of state and national reading professionals reviewed the submitted applications in December and programs to be included were announced in January. Mead School District was the sponsoring district for Project Read.

Fourteen programs, including Project Read, have gone through the application and approval process. All school districts across the state are receiving information about the grant and all the funded programs. The funding will be used for staff development training and materials.

Priority for grant monies will be given to schools with the lowest mean percentile scores on the fourth grade required California Test of Basic Skills.

Contact: Connie Ramsey, Project Read Coordinator, Tel. 509-468-3095

Bedford continued



average gains of 1 year, 6 months in each of the last three years (after seven months of instruction). Grades 3 and 4 reported gains of 1 year, 3 months in each of the last three years (after seven months of instruction).

Most significantly, in 1996 85% of Bedford Title I students performed at and above basic levels on the state assessment (NHEIAP) in

Language Arts while the state percentage was 60%. In the proficient and above categories, the state percentage was 11% as compared to 22% for Bedford's Title I students.

These comparisons are even more revealing since they indicate that Bedford's disadvantaged students are scoring well above the state average for Title I students.

Contact: Bonnie Bell, Reading Specialist, Tel. (603) 622-0476.

Editor's Note: This article is comprised of excerpts from Program Description – Peter Woodbury School and Memorial School.

BLOOMINGTON, MN

Seminar Puts in Place Language Circle Consultant Service for Project Read Staff Development



Mary Lee Enfield, Ph.D., discusses evaluation of learner profiles and measurement of student achievement.

Language Circle gathered Project Read trainers who might become consultants for a new service. The goal of the consultant service is to provide better prepared presenters and courses at more sites around the country. **Contact Language Circle (800) 450-0343.**



Above, Tori Greene with the new Story Board Puzzle. Seminar participants learned the Phonology course content in preparation for teaching Language Circle sponsored courses. The new Story Form and Report Form Reading Comprehension videotapes were also highlighted. Left, Mary Davis guided participants in presentation protocol, especially aimed at helping consultants understand their audience.



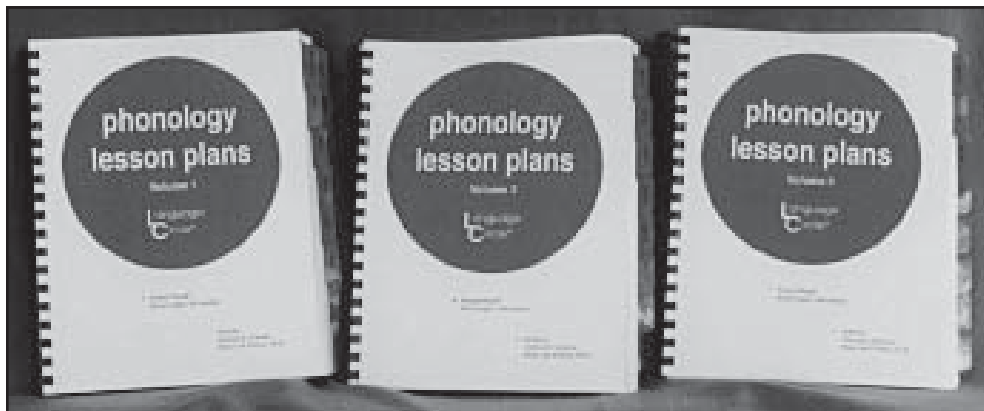
**NEW
VIDEOTAPES!**

Videotapes for Reading Comprehension

Tori Greene presents concepts, skills, and multisensory strategies for primary and intermediate students.

- Report Form Comprehension Videotape (30 minutes) \$69.00
- Story Form Comprehension Videotape (30 minutes)..... \$69.00

NEW! Phonology Lesson Plans Provide Teachers with Detailed Lesson Plans



Three-volume set follows sequence of the red *Phonology Guide*. The new Lesson Plans contain detailed lessons describing teacher behavior, student participation for multisensory activities, student practice exercises, and reading material.

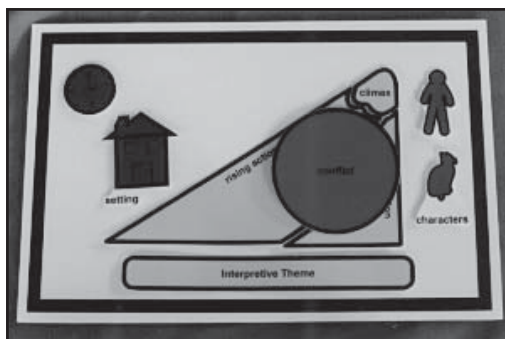
Cost: \$125 per 3-volume set.

Story Board Puzzles Improved

New puzzles have a foam board backing. Laminated puzzle pieces adhere with Velcro. Some assembly is required. Tori Greene demonstrates the use of Story Board Puzzles in the new Story Form Reading Comprehension Videotape.



Primary Story Puzzle with Transparency\$25
Intermediate Story Puzzle with



Transparency\$25

Raskob

continued from page 1

students who are studying to be educational therapists. Moreover, we believe that having Holy Names become a West Coast training center in Project Read would add to what we can offer and be an exciting addition to our services as well.

We look forward to building links with the Project Read group and as part of that, will be offering two programs here this summer of 1997, the Phonology training August 4 through 7 and the Written Expression training, August 11 through 14.

Source: John M. Davis, Ph.D., Director
Raskob Learning Institute

Contact Language Circle for course brochure and registration information:
1-800-450-0343.

MORENO VALLEY, CA

Project Read Teacher Staff Development Equated with Student's Reading Success

Many students across the grade levels are finding success for the first time in reading with the newly adopted training and use of the Project Read staff development program in the Moreno Valley Unified School District.

The Moreno Valley Mentor Program and Special Education Program have implemented a program of training general education teachers, special education teachers and support staff in Project Read Strategies.

Ongoing training and support began this year after three teachers attended an intense four-day workshop during the summer of 1996 in Phonology, conducted by Tori Greene and Dr. Mary Lee Enfield, Ph.D. in Michigan. The district teachers, Sylvia Taylor, Resource Specialist; Judy Fuhrman, Language, Speech and Hearing Specialist and teacher of students with language disorders; and Andy Stetkevich, Program Specialist, attended the training. They immediately began implementing the program in three different educational settings. Mrs. Taylor uses the program in her Resource Specialist class with 2nd, 3rd, and 4th grade students. Mrs. Fuhrman uses the program with students in her 4th through 6th grade special day class. Mr. Stetkevich teaches the program in

a general education 5th grade classroom. The different settings and educational backgrounds of the teachers has greatly enhanced the in-house training provided to district staff.

Over 120 elementary and secondary general education teachers, special education teachers, and instructional assistants have been trained this year by the Project Read Facilitators. Being able to provide ongoing support by having in-district facilitators has greatly enhanced the training program. Demonstration lessons with students participating in the program have become an integral and effective part of the training. Also, having available the Phonology Video provides teachers with access to reviewing techniques learned in training.

Teachers are completing the training saying this is the first time a practical, systematic method for teaching phonology within meaningful context has been presented to them. The beauty of Project Read is that students learn strategies that can be generalized throughout the core curriculum. The teachers now have a structured, multisensory methodology to reach those students who need this approach for learning to read.

The establishment of Project Read in Moreno Valley also fulfills new state recommendations which indicate the explicit teaching of phonics shall be part of a balanced literacy program.

It is proving to be a wonderful compliment to the current language arts training provided to district teachers as part of recent legislation. Teachers who attended the Phonology classes are already asking when the district will offer the next strand of Project Read in the area of comprehension. One elementary school, Honey Hollow, has adopted the program school wide for students needing this instructional approach.

Yet, the most exciting element of Project



*Project Read Facilitators, left to right:
Judy Fuhrman, Andy Stetkevich and Sylvia Taylor.*

Scenes from Moreno Valley Staff Development

Read is seeing the significant gains students are making in reading. Teachers across the district who are implementing the program are saying that students previously classified as nonreaders are reading for the first time with the use of Project Read methodology. Students who thought they just did not have the ability to learn to read are now experiencing the joys of reading for the first time and have the realization that they are successful learners.



Teaching demonstration illustrates use of the sound pack and six pack.

“The most exciting element of Project Read is seeing the significant gains students are making in reading.”

**Contact: Andy Stetkevich,
Program Specialist,
Tel. (909) 485-5600**



Teachers practice skywriting with Sylvia Taylor.

Communication Link is published semiannually in Fall and Spring issues.

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1997 Schedule

Project Read/Language Circle Courses

June 2 – 4	Lubbock, TX, <i>Written Expression</i> (Closed Session)
June 5 – 6	Lubbock, TX, <i>Story Form</i> (Closed Session)
June 10 – 13	San Marcos, TX, <i>Reading Comprehension</i> (Closed Session)
July 15 – 18	Greenville, SC, <i>Phonology</i> (Closed Session)
July 21 – 23	Traverse City, MI, <i>Phonology</i> , Jim Williams (616) 922-6228
July 24 – 25	Traverse City, MI, <i>Written Expression</i> , Jim Williams (616) 922-6228
August 4 – 7	New Jersey ODS, <i>Phonology</i> , Pat Nieswand (908) 879-0466
August 4 – 7	Oakland, CA, <i>Phonology</i> , Liz Sund (800) 450-0343
August 11 – 14	Williston, VT, <i>Written Expression</i> , Cathy Anderson (802) 482-3885
August 11 – 14	Oakland, CA, <i>Written Expression</i> , Liz Sund (800) 450-0343
August 19 – 21	Bloomington, MN, <i>Phonology</i> , Liz Sund (800) 450-0343
September 25 – 27	San Marcos, TX, <i>Linguistics</i> (Closed Session)
September 29 – October 1	Lubbock, TX, <i>Linguistics</i> , Julie Duncan (806) 766-1053
October 15 – 17	Boston, MA, <i>Report Form</i> , Joanne Reeves (617) 837-3697
October 20 – 21	Boston, MA, <i>Primary Comprehension</i> , Joanne Reeves (617) 837-3697

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