

Communication Link

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Textbook
Adoption/Staff
Development*

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Project Read

Fall 1999

10th Anniversary Issue

*“The roots of Project Read
continue to grow deep
and strong.
They spread to serve
learners with language
learning differences.
Project Read/Language Circle
aims to nourish the potential
of all learners.”*

Dr. Mary Lee Enfield and Tori Greene
Authors/Developers of Project Read/Language Circle

Project Read/Language Circle program chosen for California
Textbook Adoption and Staff Development (see article on page 8).

RIDGECREST, CA

Students Become Reading Stars

Judy Tanaka collected this data at Pierce School in Ridgecrest, California during the 1998 – 1999 school year.

By way of background information, we screened 1st – 4th graders during the first week of school last year. For the first graders, we used a simple letter and sound identification test. For the 2nd – 4th graders, we mostly used the Landeck test. The Landeck test quizzes students on 51 words, beginning with short CVC pattern words and then proceeds to blends, digraphs, etc. We also checked the letter and sound identification skills of the 2nd graders. Using these scores as well as previous standardized test scores and teacher evaluations, we chose the lowest performing students in each grade level. We put them into groups of 4 – 6 students and worked with them for 30 minutes four days a week using Project Read instruction.

We have been very pleased with the results. As you can see, all students showed great growth in the first few months and sustained that growth through the end of the year. We mostly followed the lesson plans in the book and tried to incorporate comprehension strategies when possible. Some of the other strategies, such as finger spelling, were also used in the classrooms with positive results.

Teachers are enthused that the students who were most at-risk in the beginning of the year could show such growth during the year. The students were pleased with themselves and proud to share their skills in their classrooms. We called our groups **STAR** groups, which stood for **S**uper **T**hinkers **A**re **R**eaders.



Andy Stetkevich



Teachers in training.

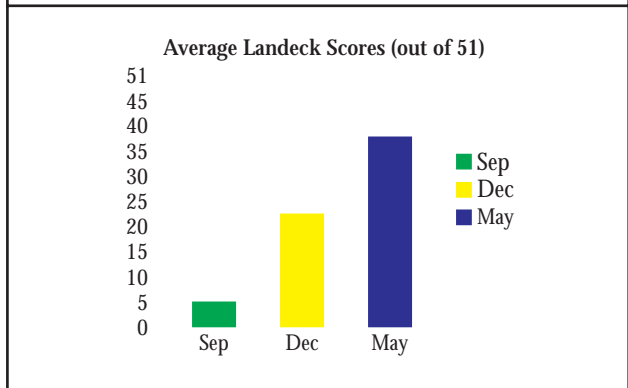
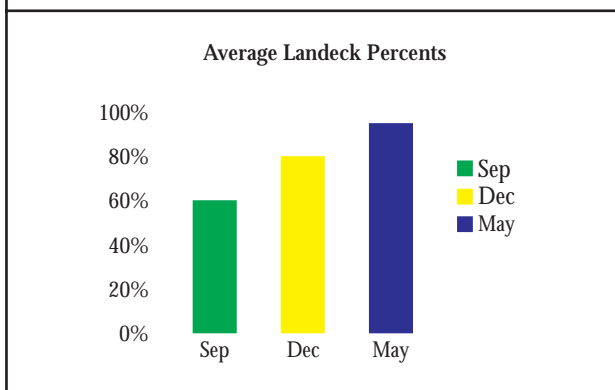
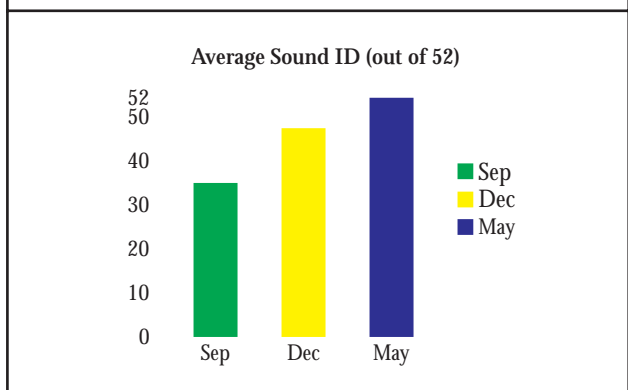
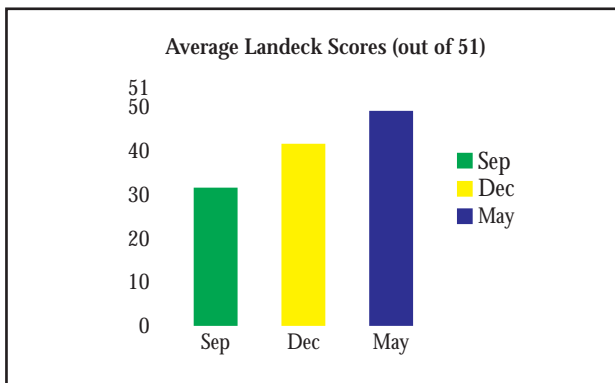
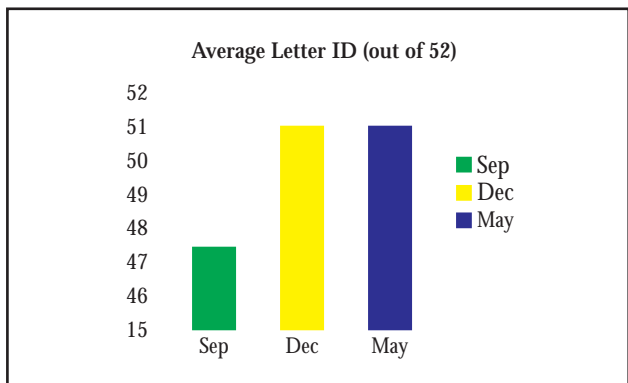
Grade 1: 20 students with Project Read intervention (100 students total)



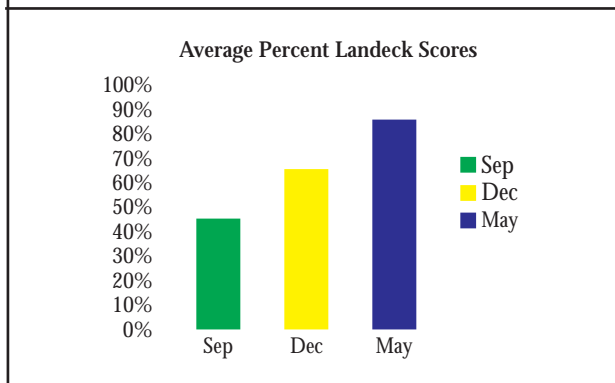
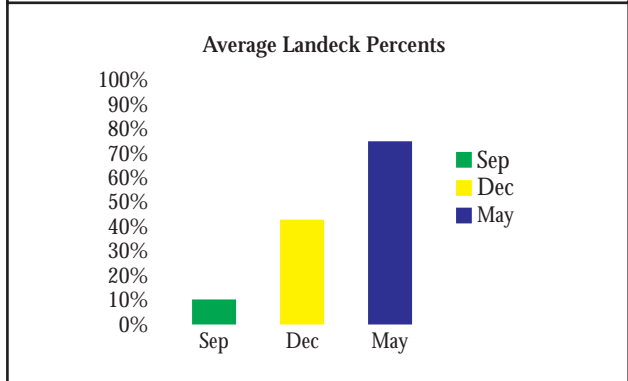
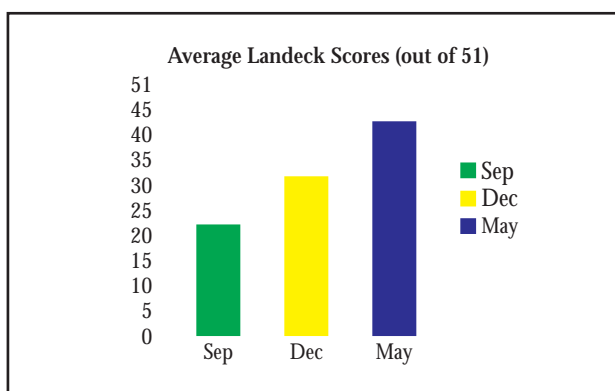
1998-99 Data from Pierce School, Ridgecrest, CA

Grade 2: 11 students with Project Read intervention (60 students total)

Grade 3: 18 students with Project Read intervention (80 students total)



Grade 4: 6 students with Project Read intervention (90 students total)



Contact:
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Tel: 760-446-4403

REPORT FORM READING COMPREHENSION KIT

- Report Form Guide Three-Volume Set (Each Volume \$45.00) \$125.00
 - Report Form Videotape \$69.00
 - Report Form Skeleton \$15.00
- \$209.00**



Revised Report Form Guide, a teaching manual focused on a process to collect, organize, and synthesize information when reading expository text.

- New! Application and Transfer section where students apply the process.
- Help students with study skills; shape questions for study skills.
- Updated! Reading materials—over 90 articles from the latest *Ranger Rick* magazine, *World* magazine and *Bonnie Kline Stories*.
- Expanded! Loaded with student activities.

Report Form Skeleton—Making the Abstract Concrete

Active Participation from Revised Report Form Comprehension Guide

Think Sheet

Unit _____ Student Name _____

Topic: **A FENNY BIRD**

Subject _____

1. Know what you must do to answer a question. It is to change the subject of the question to the subject of the question. Then find the answer in the text. Write the answer in the space provided.

2. Know what you must do to answer a question. It is to change the subject of the question to the subject of the question. Then find the answer in the text. Write the answer in the space provided.

3. Know what you must do to answer a question. It is to change the subject of the question to the subject of the question. Then find the answer in the text. Write the answer in the space provided.

4. Know what you must do to answer a question. It is to change the subject of the question to the subject of the question. Then find the answer in the text. Write the answer in the space provided.

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10. Know what you must do to answer a question. It is to change the subject of the question to the subject of the question. Then find the answer in the text. Write the answer in the space provided.

Panning for Gold Sheet

Unit _____ Student Name _____

Topic: **Panning for Gold Sheet**

Subject _____

1. Know what you must do to answer a question. It is to change the subject of the question to the subject of the question. Then find the answer in the text. Write the answer in the space provided.

2. Know what you must do to answer a question. It is to change the subject of the question to the subject of the question. Then find the answer in the text. Write the answer in the space provided.

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10. Know what you must do to answer a question. It is to change the subject of the question to the subject of the question. Then find the answer in the text. Write the answer in the space provided.

Report Form Skeleton

Unit _____ Student Name _____

Topic: _____

Subject _____

1. Know what you must do to answer a question. It is to change the subject of the question to the subject of the question. Then find the answer in the text. Write the answer in the space provided.

2. Know what you must do to answer a question. It is to change the subject of the question to the subject of the question. Then find the answer in the text. Write the answer in the space provided.

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10. Know what you must do to answer a question. It is to change the subject of the question to the subject of the question. Then find the answer in the text. Write the answer in the space provided.

Student Review Sheet

Unit _____ Student Name _____

Topic: _____

Subject _____

1. Circle the correct answer.

A. Pandas are members of the bear family.

B. Pandas eat more than twelve hours a day.

C. Pandas hibernate.

2. Circle the correct answer.

A. Pandas live only in the mountains of China.

B. Pandas live where the weather is warm.

C. The people of China raise pandas.

3. Circle the statement that is true.

A. There are many pandas living today all over the world.

B. There are only a thousand pandas living in the world.

C. There are thousands of pandas living in the mountain forests of China.

4. How are pandas like bears? How are pandas different from bears?

Collection Sheet

Things / Animals Subject: _____ Code () _____

What does it look like? (LL)	What nature family does it belong to? (NF)	Where is it found? (F)	Where does it live? (L)

Beyond Training

Project Read began as a grass roots movement in the Placentia-Yorba Linda Unified School District about seven years ago. It has grown in popularity to the point that Project Read/Phonology is a board-adopted part of the language arts program along with the Harcourt-Brace *Signatures* series. To ensure that all teachers had comprehensive training and the complete set of Phonology materials, K-2 teachers received two days of training in August 1998; first and second grade teachers received an additional day of training in January 1999.

IMPLEMENTATION STRATEGIES AND DECISIONS

To support the implementation of Project Read Phonology, each elementary school has designated a Project Read Phonology coach. These coaches are liaisons for their staffs and meet monthly to discuss problems or issues and to share successful ideas and approaches.

The first—and largest—issue was whether or not Project Read Phonology would be used with all students in the classroom or only with the students identified for the Project Read group. Teachers were unanimous in wanting all students to receive Project Read Phonology instruction.

That decision led to the second question: How would Project Read Phonology interface with the adopted reading program? While this has not been finalized, one approach being considered is to use the Project Read Phonology approaches and materials to supplement and support the sequence of instruction in the *Signatures* series. The other (more popular) approach is to follow the Project Read Phonology sequence of skills and support this with the materials provided in the *Signatures* program.

DEMONSTRATION LESSONS

In October, Tori Greene and Dr. Mary Lee Enfield visited the district and provided demonstration lessons for principals and some teachers. They also talked to principals about the implementation of the Phonology program and the integration of Phonology, Comprehension and Written Expression.

In January, Project Read consultants conducted demonstration lessons with students in some of the coaches' classrooms. Our coaches felt this was just what they needed! Most of them had received the Phonology training twice and they now wanted to be assured that they were implementing the program correctly.

By watching the consultants work with students in their classrooms, they had confidence that they were implementing the program correctly and could indeed serve as coaches. They also had an opportunity to discuss the fine points of Project Read Phonology instruction immediately following each lesson. Our next step is to bring in Project Read Phonology consultants to observe our coaches teaching their own students and to give them feedback on their techniques.

STUDENTS, TEACHERS AND ADMINISTRATORS ARE INVOLVED

Administrators have been involved in training, too. While administrators participated in the training sessions in August and January, they asked for and received a special training session that focused on the critical attributes they should look for when they observe Project Read Phonology instruction.

And teachers and administrators are not the only ones who are excited about this program! While our assistant superintendent and a board member were visiting a first grade classroom, the teacher asked the students to put their vowel cards back in their bowls and move them to the side of the table. The assistant superintendent and board member heard one little girl tell her neighbor, "I just love my vowels!" In another school, the principal was visiting a classroom in which the teacher had asked the students to get out their Spell Tabs. She overheard a student say that he had "prayed that they would use Spell Tabs" that day!

OTHER COMPONENTS OF THE PROJECT READ PROGRAM ARE ALSO BEING EMPHASIZED

- ▲ Project Read Comprehension training was provided for all 3rd–6th grade teachers, middle school language arts teachers, RSP teachers and CARE* teachers.
- ▲ This summer, all 1st–6th, middle school language arts, RSP and CARE teachers were trained to use Project Read Written Expression.
- ▲ Within the next year, all 3rd–6th, middle school language arts, RSP and CARE teachers will also be trained to use the Project Read Linguistics program.
- ▲ Training in all these programs will be provided for teachers as they are hired.

The Placentia-Yorba Linda Unified School District is strongly committed to Project Read. We know that we have much to accomplish in order to keep the implementation moving forward. For example, one of our first tasks will be to review the Phonology curriculum for each grade level, determine the pacing of concepts and develop assessments as our friends in San Marcos, Texas, have done. We welcome information from any schools or districts that have tackled that task and we will gladly assist any districts that would like information or assistance from us.

*CARE is a special program for middle school students who have limited language arts skills.

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Tel: 714-985-8654

FRESNO, CA

Inservice in the Classroom

Kathy Duncan describes her experience with introducing Project Read using a classroom setting—Editor

I was asked to go to Biola Elementary School, one of Central Unified's schools. I was asked to give an inservice on Project Read's Phonology. Being unable to give a demonstration lesson, I brought a videotape of myself teaching Phonology to a group of first graders. As we viewed the video, I would periodically interrupt it to discuss with the teachers the techniques that I using with the children.

I invited the staff to practice these techniques with me and they did so eagerly. Many of the staff members commented that after seeing the demonstration lesson they truly could see for themselves the methods that the manual describes.

Biola principal Manuel Pacheco sent all of his primary staff to phonology training in the summer. Biola plans to fully implement it during this school year. They are totally committed to Project Read and are anxious to get started.

PRINCIPALS PROMOTE TRAINING

Central Unified School District in Fresno, California has trained teachers in the Project Read program in several ways. Mr. Jim Yovino, principal at Houghton-Kearney Elementary School sent teachers to courses in Ontario, California and Williamstown, Massachusetts. Mr. Jim Deis, at Central High School East hosted the Report Form and Linguistics strands of Project Read at his school.

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Jim Yovino, Tel: 559-276-5287

Jim Deis, Tel: 559-276-0280



Fifth grade teacher Kathy Duncan at Houghton-Kearney Elementary School in Fresno, California.

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Project Read/Language Circle Approved for Two California Reading Initiative Programs

TEXTBOOK ADOPTION

Under AB2519 the Project Read Language Circle series meets the California Board of Education’s standard criteria for teaching systematic, explicit phonics in grades 1–2.

STAFF DEVELOPMENT

Under AB1086 Project Read/Language Circle is approved as a Provider of Professional Development in Reading Instruction for grades K–3.

Through legislation the state of California has appropriated funds for districts to purchase materials and contract for staff development with the approved providers.

Language Circle’s exhibit at the L.A. Times “Reading by Nine” conference in September—at right, Andy Stetkevich visits with a teacher.



Editor’s Note:

We hope you will share your Project Read experiences with other Communication Link readers. Send us data, student projects, implementation models, funding and staff development ideas.

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