

Communication Link

Vol. 13 No. 1

Project Read

Fall 2001

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RIVERSIDE, CA



Andy Stetkenich practices production of short /a/ with Project Read author Tori Greene.

How Does Project Read Address Phonemic/Phonological Awareness?

Phonemic Awareness is the internal understanding that words are made up of a series of speech sounds or phonemes. This internal understanding enables a student to perform a variety of tasks at the aural/oral level. These skills include: word awareness (counting words in sentences), word rhyming, sound matching, sound isolation, sound blending into words or syllables, sound addition or substitution, sound deletion, sound segmentation and sound manipulation.

Another aspect of phonological awareness at the oral level is the ability to produce the sounds of phonemes appropriately. This requires attention to the oral motor aspect of sound production.

Research shows that this internal understanding of sounds and their relationships to words is crucial to developing fluent reading ability (National Reading Panel Report, April 2000).

Project Read:

- *Emphasizes* the production of the sounds in initial instruction.

Refer to sound/symbol key in the front of the guides.

Read through lesson plans in Phonology which provides cues for oral-motor production. In other words, where do my lips, tongue, or teeth go in making the sound?

- *Uses* finger blending activities in each unit, especially in the earliest units, also utilizes syllable counting and sentence dictation at an oral/aural level.
- *Guides* students through the various skills of phonemic awareness to build speed and automaticity in sound understanding.

Activities should be brief and follow the Project Read sequence.

Remember: Phonemic Awareness Activities do not involve the visual symbols of the words. Using the symbols moves you into sound/symbol relationships or phonics.

*"How Does Project Read Address Phonemic/Phonological Awareness?"
continue on page 2*

"How Does Project Read Address Phonemic/Phonological Awareness?" continued from page 1

Project Read Phonology/Linguistics addresses these areas explicitly in the guides and in staff development. The use of hand gestures, oral-motor cues and sound keys for sound production, finger blending and word tapping are integrated throughout the program.

Each lesson is an opportunity for the teacher to teach and reinforce phonemic awareness skills. These skills can be extended to more advanced levels as students progress through the program.

An outline citing phonemic awareness activities that are integrated within specific lessons is provided below.

Sample #1

Phonology Lesson Plan Vol.1, Unit 1, Lesson 1

Phonemic Awareness Skills: **Sound blending, isolation, deletion, addition, substitution and segmentation.**

Instructional Activities:

- Teacher uses hand gestures to introduce the short /a/ sound. Student repeats.
- Teacher introduces finger blending of short /a/ words, such as /c/ /a/ /t/ or /m/ /a/ /t/
- Students sound blend these sounds together to form words.
- Teacher can use finger cues to isolate specific sounds in the words and elicit student responses.
- Teacher can model sound deletion by bringing down a finger and asking students to provide the remaining word or syllable.
- Teacher recites a new initial sound and asks students to substitute the new sound for the old sound.
Example: Teacher states change the /c/ in *cat* to /m/ and say the word.
- Teacher adds an additional sound to the word by using finger cues, such as adding the /ch/ to /lun/
- Teacher states the word as a unit and asks the student to segment the sounds using their fingers.

Sample #2

Phonology Lesson Plan, Vol. 1, Unit 1, Lesson 2

Phonemic Awareness Skill: **Word awareness**

Instructional Activity:

- Dictation: Teacher models and asks students to tap out the number of words dictated orally to them.

Sample #3

Linguistics Guide, Unit 5

Phonemic Awareness Skills: Sound blending, syllable identification, sound segmentation, deletion, substitution, addition and word awareness.

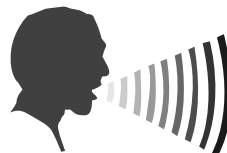
At the syllable level the following phonemic awareness activities can be implemented prior to the linguistics lessons.

Instructional Activities:

- Student sound blend separate syllables using finger cues- /bom/ /bas/ /tic/
- Students sound blend phonemes within each syllable using finger blending.
- Students use finger to identify a syllable dictated orally - "Show me the finger that represents /bas/ in *bombastic*."
- Students delete the last syllable in the word *bombastic* and pronounce the remaining pieces.
- Students add a syllable /ad/ to the front of the syllable /mit/ to form a word.
- Dictation: Students use word-tapping techniques to count the number of words in a sentence dictated orally.

These sample activities can precede introduction of the graphemes in each unit and will reinforce and strengthen phonemic awareness in all students.

What is phonemic awareness?



The conscious awareness that words are composed of separate sounds and the ability to identify and manipulate those sounds.
(Moats, 1999)

Phonemic awareness skills include:

discrimination – Are the words *bat* and *bad* the same words? Which sound makes them different? /t/ vs.. /d/

sound blending – /b/ /a/ /t/ or /a/ /p/ as in *apprehend*

isolation – Pull out the middle sound in *top*- /o/.

deletion – Remove the first sound from *chest*-/ch/ gives you /est/.

addition – Add the sound /s/ to *cat*- /cats/

substitution – Change the /a/ in *pat* to /o/ gives you /pot/.

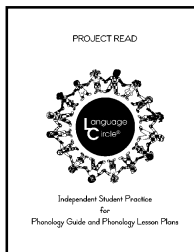
segmentation – What are the sounds you hear in *val*- /v/ /a/ /l/?

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Tel: 909-788-1091**

LOOK WHAT'S NEW FOR PROJECT READ IN 2002!

Independent Student Practice for Phonology



Independent Student Practice for Phonology

\$75.00

270 pages of **NEW** practice sheets in **black master** form for independent student or classroom use. Each exercise is correlated to the Unit of instruction in the Phonology Guide and the Phonology Lesson Plans.

Language Circle - Project Read
 Phonology Guide: Unit 34
 Phonology Lesson Plan: Vol. 3, Unit 34 Name _____

Use these words to fill in the blanks.

Paul	saucer	caught
crawfish	lawn	

_____ wanted to catch a pet. He thought a _____ would be best. If he _____ one, he hoped to put it in a _____. The crawfish bit him. He dropped the new pet onto the _____.

Independent Student Practice for the Phonology Guide and Phonology Lesson Plans Page 192

Language Circle - Project Read
 Phonology Guide: Unit 46
 Phonology Lesson Plan: _____ Name _____

Match

1. eight	
2. pail	
3. freight	
4. tail	
5. sale	
6. bay	
7. neighbor	
8. sleigh	

Independent Student Practice for the Phonology Guide and Phonology Lesson Plans Page 236

Language Circle - Project Read
 Phonology Guide: Unit 36
 Phonology Lesson Plan: Vol. 3, Unit 36 Name _____

Divide into syllables, mark the vowels, and label each syllable.
 Example: sil | vor n _ c _ rc

1. complete	_____	_____
2. contain	_____	_____
3. royal	_____	_____
4. display	_____	_____
5. raccoon	_____	_____
6. termite	_____	_____
7. beside	_____	_____
8. repeat	_____	_____
9. sparkle	_____	_____
10. surprise	_____	_____
11. puzzle	_____	_____
12. lemonade	_____	_____
13. broiler	_____	_____
14. steeple	_____	_____
15. fantastic	_____	_____

Independent Student Practice for the Phonology Guide and Phonology Lesson Plans Page 195

Language Circle - Project Read
 Phonology Guide: Unit 10
 Phonology Lesson Plan: Vol. 1, Unit 10 Name _____

Write the word. Draw the picture.

5. bank	6. sink
7. tank	8. a pink doll

Independent Student Practice for the Phonology Guide and Phonology Lesson Plans Page 34

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GARLAND, TX

Garland Schools Gear Up for Project Read Expansion

“Amazing” is the word Kimberlie Hawks uses most frequently to describe Project Read Report Form strategies newly utilized in her 5th grade classroom at Watson Elementary Technology Center. Other phrases – “it’s really cool” and “it’s awesome” – are some of the enthusiastic remarks students make when responding to what she’s teaching. “If you could see the light bulbs going off, you would understand it,” Ms. Hawks said. “Kids are like, ‘Hey, I get it!’” Ms. Hawks noted similar comments from parents when explaining Report Form techniques during an evening called Parent University, when parents were given the opportunity to preview what their students are learning.

This bubbling testimonial was recently published in the Dallas Morning News concerning our excited and successful 2000 – 2001 implementation of Project Read strategies in grades 4 and 5 in the Garland Independent School District, the largest suburban school district in the Dallas metroplex.

In a district such as ours, with 42 elementary campuses and increasingly diverse in population (46% Anglo, 30% Hispanic, 17% African – American and 7% Asian/Indian), it is essential that we employ sound, research-based approaches to reach all children, equipping them with core literacy skills for a lifetime. Project Read meets that criteria beautifully!

In Garland Project Read was instituted as the result of an extensive search on the part of our Elementary Reading Council, an advisory board made up of supervisors from regular, special and bilingual education divisions in the school district. The group selected Project Read because of its ingenious combination of direct teaching, systematic explicit phonics and multi-sensory techniques.

We were looking for a concept-driven, strategy-based program to extend into the intermediate grades the phonics emphasis recently implemented in the primary grades, which was enabled by then Governor George W. Bush’s Reading Initiative. This mandate stated that “every child should read on level by Grade 3”, as measured by the yearly Texas Assessment of Academic Skills (TAAS).



Priscilla Allen explains Framing Your Thoughts Written Expression during teacher training.

Garland began training grade 4 and 5 teachers in the Report Form component of the Project Read comprehension strand this school year in order to “beef up” our children’s ability to analyze expository, non-fictional text, of which $\frac{2}{3}$ of the TAAS reading test consists. Our district currently performs extremely well on the state test; in 1999-2000 the Garland ISD received a “Recognized” rating, one of only a few districts of our size and demographics in Texas to do so.

We face the rapidly increasing urban challenges of a large influx of students for which English is a second language. These children need a support system – solid guidelines to help them read material that is often almost incomprehensible for many.

Not only do the Project Read strategies provide needed assistance for students with reading difficulties, but they also allow all students to gain the analytical skills necessary for critical comprehension of the more difficult textual reading requirements in middle school.

Employing Project Read strategies provides our teachers with common, consistent instructional language through which to communicate with all students and one another.

With funds recently awarded the Garland ISD through a large Academics 2000 Grant, our district will be able to greatly expand its Project Read involvement for the 2001-2002 school year to include the Phonology and Written Expression strands as well as Story Form component of the Reading Comprehension strand. This \$342,000+ reading initiative grant will allow us to train all regular classroom, bilingual and ESL teachers and campus representative special education

teachers district-wide. Obviously such a large-scale implementation will require a great deal of planning and focused staff development.

My years of experience in education validate the fact that training without follow-up is rarely successful. It is my belief that when teachers are asked to learn new strategies and implement new programs, the arm of central office support must be frequently and consistently outstretched.

As our district's Project Read trainer, I will instruct teachers in grades 3, 4 and 5 according to a planned in-service schedule, so that they are correctly introduced to each strand.

Then, in order that teachers become firmly grounded and supported, I plan additional sessions, classroom visitations and discussion/cluster meetings throughout the school year. In the follow-up sessions, we will concentrate on any aspects of the program that either teachers or students find difficult and will refine understanding of the strategies to provide continuity to the program as a whole.

Then, through clustering groups of schools, teachers on each participating grade level can share their successes, challenges and creative ideas with one another. One of my goals is to guide the teachers in how to integrate Project Read strategies with the Texas Essential Knowledge and Skills (TEKS) state curriculum and with local curriculum framework/scope and sequences and newly adopted textbooks. This process will also be included in follow-up efforts.

The accompanying chart outlines our proposed training schedule for the 2001-2002 school year for intermediate grades. First, all 3rd grade teachers will receive Phonology training, so that 3rd graders who have not yet mastered critical phonetic elements may do so before moving on to more difficult comprehension skills.

Below: Fifth grade teacher Kimberlie Hawks gives overview of Report Form at a "Parent University" night.



At 4th grade, the level at which Texas students take the Writing TAAS, all teachers will receive Written Expression training. Later in the year, grades 3 and 5 teachers will also be trained in this strand. (I am currently piloting Written Expression on three select campuses with teachers in grades 1 – 3 for additional support where it is most needed in our district).

Our goal is that all district teachers in grades 1 – 5 will be trained in Written Expression by the end of the 2003 school year. Reading Comprehensive training will continue, including all new teachers at grades 4 and 5 for Report Form, and all 5th grade teachers will learn Story Form.

How thrilling it is that Project Read is "alive and well in the Garland ISD"! I have every confidence, from present indications, that current initiatives will result in a higher degree of literacy among all our intermediate students and superior scores on the TAAS!

Garland ISD Project Read Staff Development Plan

	3 rd	4 th	5 th
Phonology	Phonology (systematic phonics) --2 days of training per teacher (August/September, 2001) --after/school follow-up (February, 2002)		
Report Form		Report Form (expository reading) --1 day of training for all new and not previously trained teachers (September, 2001) --1 day of follow-up training for campus representatives (January, 2002)	Report Form (expository reading) --1 day of training for all new and not previously trained teachers (September, 2001) --1 day of follow-up training for campus representatives (January, 2002)
Written Expression	Framing Your Thoughts (written expression) --2 days of training for one campus representative (March, 2002)	Framing Your Thoughts (written expression) --2 days of training for all teachers of writing (October, 2001) --after-school follow-up training, as needed (December, 2001)	Framing Your Thoughts (written expression) --2 days of training for one campus representative (March, 2002)
Story Form			Story Form (narrative reading) --1 day of training for all teachers of reading (September/October, 2001) --after school follow-up training (February, 2002)

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NEW ORLEANS, LA

Report Form Staff Development Promotes Teacher Collaboration and Student Success

The New Orleans Public School District implemented a Reading Project funded through Consolidated/8(g) Programs during the 2000 – 2001 school year. The project included twelve (12) schools: Armstrong, Beinville, Edwards, Fischer, Fisk-Howard, Haley, Hoffman, Jeff, Lewis, New Orleans Free, Nelson and Shaw. The schools were chosen based on their school performance scores. Therefore training targeted fourth grade teachers, reading intervention teachers, staff developers and support personnel.

Under the direction of Ms. Karen Gusman, Project Administrator and Dr. Mable C. Phillips, Project Coordinator, participants learned innovative approaches to teaching students with reading difficulties. Participants were trained in the Reading Comprehension Strand of Language Circle/Project Read. Ms. Linda Musson, consultant for Language Circle, addressed the benefits of Project Read for at-risk students experiencing reading difficulties. Ms. Musson is no stranger to the District. She has the expertise and knowledge to deliver training in all components of Project Read and has worked closely with Ms. Gusman and Dr. Phillips to train teachers in the Phonology and Written Expression Strands.



Making a Report Form skeleton



Students organize information into an outline using Report Form

Students greatly benefited from the multi-sensory strategies presented through the program. Participants and students stated that they were overwhelmingly excited about the daily lessons and the kinesthetic hand motions. “Hand motions make this fun!” one student exclaimed during the classroom observation.

Eberial McCoy, Principal and Jo-Lynnis Turner, Staff Developer at Hoffman Elementary work diligently to ensure that staff members are involved in Project Read because they see evidence of improvement in student interest and participation in the content areas. They also would like to see more teachers and schools involved in this project because it allows cooperation, collaboration and collegiality in team building that impacts student performance.

Using a staff development model which incorporates peer collaboration and opportunities for classroom observations, participants became adept in the direct instruction concept. Nevisdale Joseph, a fourth grade teacher at Hoffman Elementary, indicated that the model of staff development was different because it allowed her to share with her colleagues aspects of the program that worked for her and her students. Nevisdale stated that the follow-up activities involved in the training strengthened her confidence and commitment to the program. Sharon Thomas, a teacher at Bienville Elementary, indicated that Make-N-Take Sessions provided opportunities to actually add her own special flavor to the props used to enhance the program.

*“Report Form Staff Development Promotes Teacher Collaboration and Student Success”
continue on page 7*

"Report Form Staff Development Promotes Teacher Collaboration and Student Success"
continued from page 6

Dr. Phillips indicated that Project Read has shown great potential in assisting students and teachers actually incorporating it into their classroom instruction. To this end, Dr. Phillips has put forth every effort to provide textbooks, instructional videos and resource materials needed to ensure the success of the program.

Ms. Gusman explained that she is very proud of the impact the Reading Project has made and looks forward to implementing future training and follow-up sessions.

Author:
Karen Gusman
Project Administrator
New Orleans Public
School District

"Thank You for Project Read" continued from page 8

cried tears of joy and relief.

When I was little I always thought that somebody was watching me all the time, but when I saw you, it was like you were the one watching me and introduced this program to me to help me out. My grandma once told me that we all have guardian angels and I think that you are mine. I feel like you are the one that can understand my pain and my difficulties that I have faced.

Now that I am going off I know that I can count on you to help me out if I have any difficulties. Franklin Delano Roosevelt once said, "The only thing we have to fear is fear itself." Well the only thing that I have to fear now is the fear of not succeeding, but I am confident enough that I know that I will prevail.

A lot of people at work and my peers have seen a significant change in my attitude. They are now telling me that there is nothing I can't do, and for that I owe it all to you. You have been there for me and I only hope that I can do the same.

I want to say thank you for everything and I will keep in touch.

Sincerely,
Blair D.



Blair and family on Graduation Day

Editor's Note: Blair's teacher was Mr. Andy Stetkevich in Riverside, California (see page 1 article). We are grateful that he and Blair allowed us to print this letter.

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Thank You for Project Read

Dear Mr. Stelkevich,

Well as my summer is coming to an end, my life is just starting. The first chapter of my book has just ended and I am starting a new one. I know with the confidence that you gave me this chapter and the ones to come will be much easier and exciting.

I can't thank you enough for what you have done for me and I wish that there is something I can do for you. I don't think that there is anything I can do to return the sincere offer. On the other hand there is one thing that I can do for you. I can give you my word, "If there is anything you need regarding the promotion of Project Read I will try my hardest to be there."

In addition, if it is ok with you, when I come back from college I would like to come and talk to one of your classes and tell them about my success.

My life was so hard before the program, I would get yelled at and punished for doing things that I thought were right, but were wrong because I didn't understand them.

When I was introduced to the program I thought that it was going to be another bogus course and it wouldn't help. However, that first day changed my life. You opened twice as many doors than I have ever had before. I used to have tears of pain and sorrow because it was so hard, but after that first day I went home and

"Thank You for Project Read" continue to page 7

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Blair – a pole vaulter in high school.



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