

Communication Link

ISSUE HIGHLIGHTS

Application & Transfer— Focus on Students and Teachers In Action

- 1 *Clarksburg
Elem. School
Clarksburg, MA*
- 2 *Spotlight on
Written
Expression*
- 3 *Spotlight on
Reading
Comprehension*
- 4 *New!
Framing Your
Thoughts
Application
and Transfer
Manual*
- 6 *Spotlight on
Phonology*
- 8 *Calendar*

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Project Read

Spring/Summer 1998

CLARKSBURG, MA

Two Clarksburg Classrooms Collaborate to Win Spotlight on Project Read Contest



Students in Liža Boyer's and Mary Ann Tenczar's rooms pose with winning project (center). See page 2 for sampling of "A Barebone Thanksgiving."

The adoption of Project Read was a team effort from the beginning. The Language Arts Study Group invited Janet Stratton, Director of the Reading Institute, and Jeffrey Nixon to introduce Project Read to the entire faculty. Eight teachers then visited Bedford, NH schools. Further discussions followed until the Language Arts Study Committee recommended the program be adopted school-wide and teachers be trained.

In the summer of 1996 ten teachers took the Phonology, Written Expression or the Reading Comprehension strand. To assist the implementation, the Title I teacher position was increased to full time. She became a demonstration teacher who modeled various

aspects of the program.

The school applied for and was awarded a Massachusetts Department of Education Early Literacy Grant. The grant funded the purchase of Project Read materials and a Phonology and Written Expression overview conducted by Nancy Raskind.

In the fall the staff was invited to present an overview of Project Read at a "Share the Success" session at the Massachusetts Superintendent and School Committee Association Meeting and the spring meeting of the Western Massachusetts Learning Disabilities Support Group.

For the last two years, the school has hosted delegations from area schools and this year those referred by the Massachusetts Department of Education as well. Together with the Education Department of the Massachusetts College of Liberal Arts (MCLA) in North Adams, MA, Clarksburg is designing an evaluation procedure which will incorporate the new state assessment tests. Preliminary results using a variety of measures demonstrate significant growth for regular, Title I, and Special Education students. The school hopes to become a site for MCLA students interested in observing and gaining experience in a structured language program.

**Contact: Jane Allen, Principal
Tel. (413) 663-8735**

CLARKSBURG, MA

Spotlight on Project Read Contest Written Expression

First Grade teacher Mary Ann Tenczar and Third Grade teacher Liza Boyer write about their students collaborative project, titled, "A Barebone Thanksgiving":

We wanted to present our project to the parents during American Education Week in Mid November. Therefore Thanksgiving was chosen as the theme for our book.

Both classes were assembled for a lesson on barebone sentences. This was a review for the third graders and new information for the first graders.

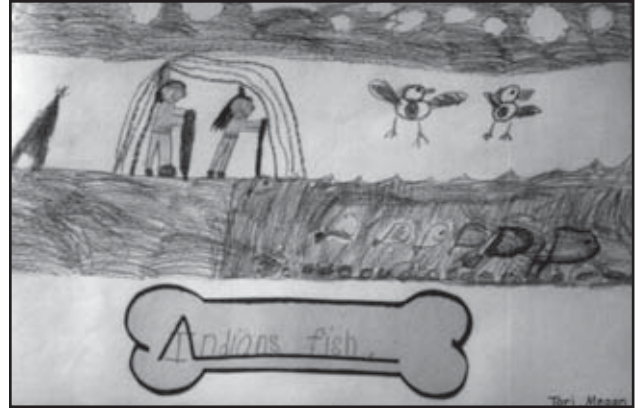
After brainstorming ideas for the book, students were paired together in multi-age groups of 2 or 3 to begin the task. Each group was allowed to choose their own sentence and together they illustrated one page each for the book. The students were very proud to present their work to their parents.



Turkeys gobble.



Columbus sailed.



Indians fish.



Turkeys hide.



Scarecrows stand.



Peace everywhere!

"Project Read empowers teachers to better meet the needs of all students within the regular classroom."

Sally Goodrich, Title I Teacher

LONG VALLEY, NJ

Spotlight on Project Read Contest

Reading Comprehension—Primary Story Form

Our Resource Centers had done an author study on a local author who was coming to our school to do a presentation about his most recent book, *Akiak*. In preparation for his visit we had done a variety of activities, including this group activity using the Project Read Primary Story Parts Puzzle.



Materials

- Enlarged, blank story puzzle pieces labeled with story parts—characters, setting, wish, problem, and turning point.
- A variety of materials used for illustrating.

Anticipatory Set

- Show the book and discuss the cover.
- Students make predictions about the story.
- Give students background information on the story and the Iditarod (the subject of this book).

Input

- Review the story puzzle pieces and the information related to each.
- Read the story aloud to the group.

Modeling

- Teacher and students identify story parts in context, while reading the story.

Activity

- Individual groups state their story puzzle part to be worked on and ideas to illustrate their puzzle piece.
- Students work in groups to illustrate their puzzle piece.

Check for Understanding

- All students come back as a group to retell/summarize the story as they add their piece to the total puzzle.

The author, Robert J. Blake, was excited to see that his books, which he writes for children's enjoyment and to develop a lifelong love of literature, were able to be used in the development of reading comprehension skills in our Resource Center Program.

Submitted by E. Perry, M.L. Primich, and M. Cardone, Flocktown School, Long Valley, N.J.

Application and Transfer Manual is Important New Addition to Written Expression Kit

WRITTEN EXPRESSION KIT

All the materials you need to teach Written Expression in the classroom.

- Framing Your Thoughts Guide
- New! Framing Your Thoughts Application and Transfer Manual
- Writing Symbol Pack
- Sentence Builders **\$175.00**

Framing Your Thoughts Guide \$55.00

A teacher's text to teach the foundational concepts and skills of written language. The emphasis is on understanding the function of words in the sentence.

New! Framing Your Thoughts Application and Transfer Manual \$75.00

- Detailed teaching lessons
- Student Practice Sheets to extend skill lessons
- Major emphasis on paragraph development



Sentence Builders 10 folders \$30.00

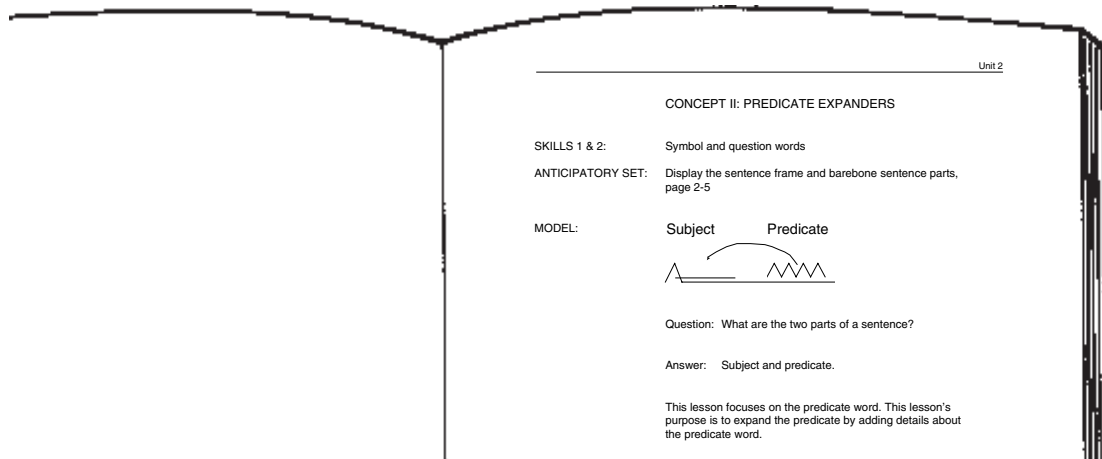
Students manipulate symbols to build and diagram sentence parts.

Writing Symbol Pack \$15.00

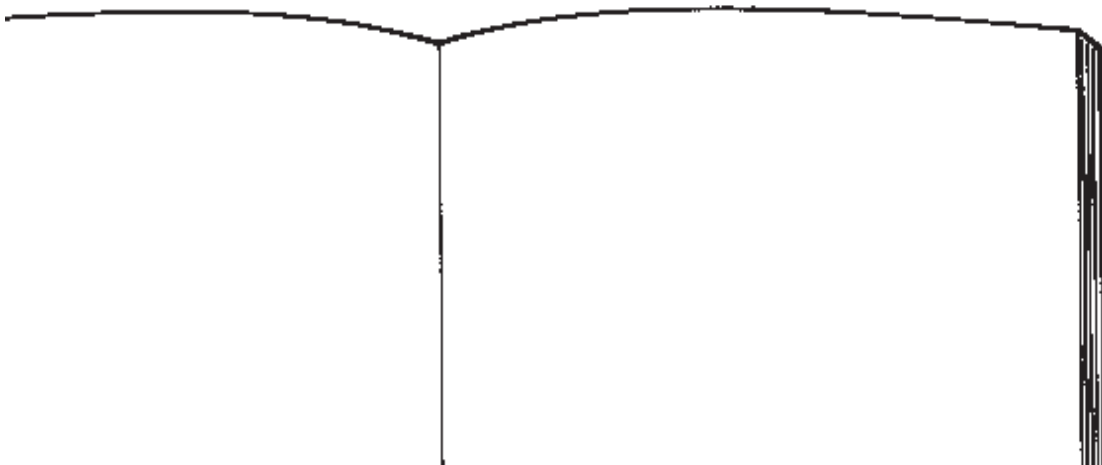
Large enough for use in pocket chart.

The new Framing Your Thoughts Application and Transfer Manual extends the skill learning of Framing Your Thoughts to application of skills using Student Practice Sheets and transfers learning to paragraph writing. There is major focus on developing five types of paragraphs:

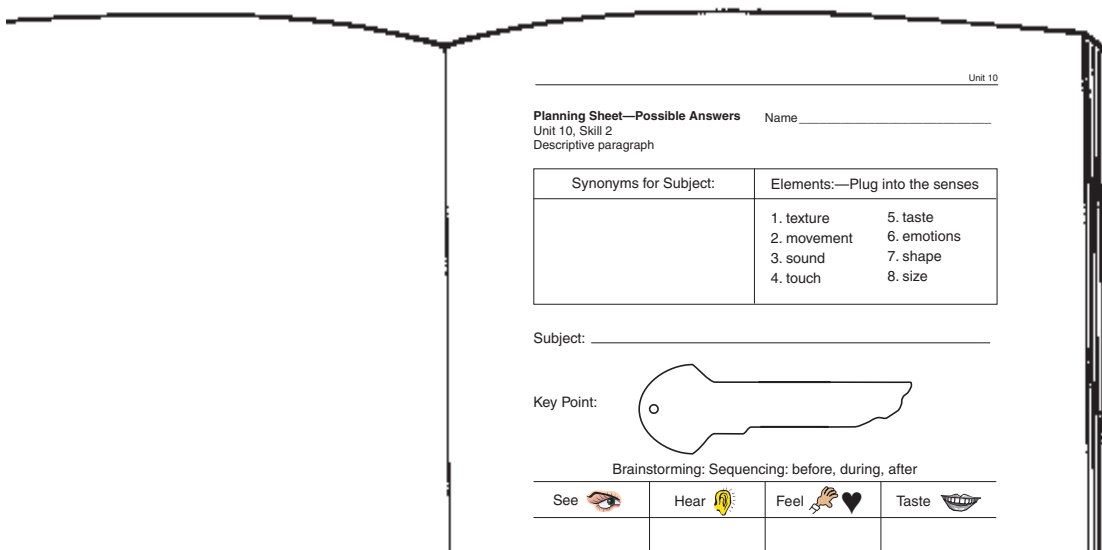
- procedural
- compare and contrast
- persuasive
- informative
- descriptive



Detailed teaching plans extend skill lessons.



Student Practice Sheets apply writing skills, diagramming, and editing.



Major focus—developing paragraphs as meaningful transfer of writing skills.

HOUMA, LA

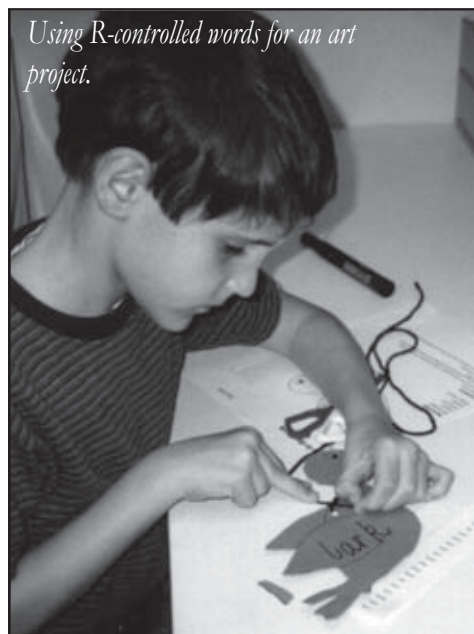
Spotlight on Project Read Contest Phonology

"Project Read has helped build self-esteem in students. Everyone who comes to the Reading Room is in there for the same reason. Everyone feels equal. The success rate is unbelievable. The children love to come to class everyday and I love to teach them. The feeling cannot be described when a child leaves the class and can read, or asks if he can read to you because he knows how."

Denise D. Dupre,
Teacher



Tapping out a Red Word during dictation with Mrs. Dupre.



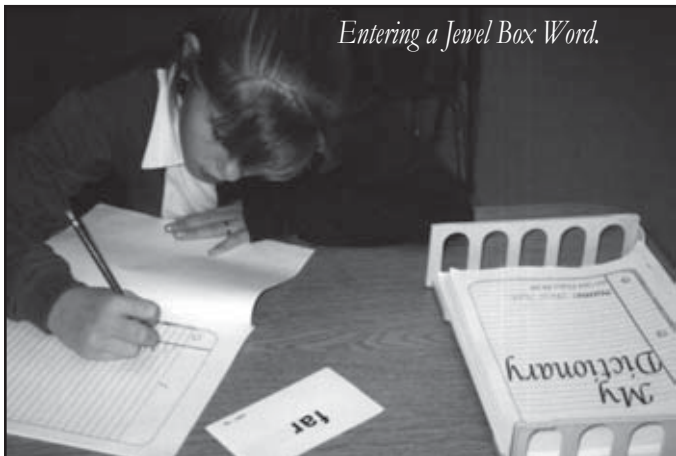
Using R-controlled words for an art project.



Building words with Spell Tabs.



Diagramming with Framing Your Thoughts Sentence Symbols.



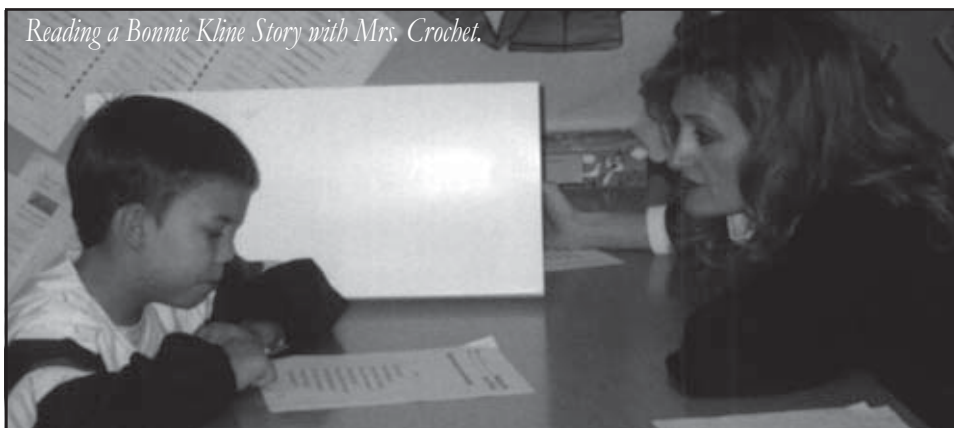
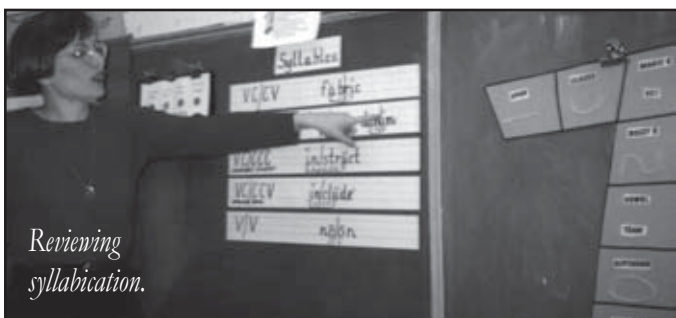
Project Read Reading Rooms

by Linda Musson

Terrebone Parish in Houma, LA has adopted Project Read as the alternative Language Arts program for students experiencing language learning problems.

Reading Rooms have been established where students are taught to read, write and spell through Project Read methodology. Highly trained Project Read teachers work with up to 16 students approximately 120 minutes daily.

Contact:
Linda Musson
Dyslexia/504 Coordinator
Tel. (504) 876-8504



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1998 Schedule

Project Read/Language Circle Courses

- * Courses presented by Mary Lee Enfield and Tori Greene 717-469-0618
- June 15 – 18 Harrisburg, PA, *Phonology*, Suzanne Mutic 717-469-0618
- June 19, 22 – 24 Harrisburg, PA, *Written Expression*, Suzanne Mutic 717-469-0618
- June 23 – 26 Bedford, NH, *Phonology*, Liz Sund 800-450-0343
- June 25 – 26, 29 – 30 Harrisburg, PA, *Reading Comprehension*, Suzanne Mutic 717-469-0618
- June 29 – July 2 Bedford, NH, *Written Expression*, Liz Sund 800-450-0343
- July 13 – 16 Maple Heights, OH, *Phonology*, Tara Kilburn 216-587-6145
- July 13 – 16* Ontario, CA, *Phonology*, Liz Sund 800-450-0343
- July 20 – 24 Wayne County, MI, *Written Expression*, Pam Mish 313-334-1618
- July 20 – 23 Williamstown, MA, *Reading Comprehension*, Janet Stratton 413-458-3157
- July 21 – 24 Madison, WI, *Phonology*, Sandy Blume 608-249-0019
- July 27 – 30 Williamstown, MA, *Reading Comprehension*, Janet Stratton 413-458-3157
- July 27 – 30 Harrisburg, PA, *Phonology*, Sherry Smith 717-732-8400 ext. 522
- July 27 – 30 Madison, WI, *Written Expression*, Sandy Blume 608-249-0019
- July 28 – 29 Hernando City, FL, *Linguistics*, Elaine Wooten 352-796-6761
- August 3 – 6 Delafield, WI, *Written Expression*, Kathy Muenster 414-646-6700
- August 3 – 6 Cherry Hill, NJ, *Phonology*, Pat Nieswand 908-879-5707
- August 3 – 6 Schaumburg, IL, *Phonology*, Mary Salee 847-885-6727
- August 4 – 7* Williamstown, MA, *Written Expression*, Janet Stratton 413-458-3157
- August 4 – 7 Harrisburg, PA, *Written Expression*, Sherry Smith 717-732-8400 ext. 522
- August 10 – 13* Long Branch, NJ, *Reading Comprehension*, Pat Nieswand 908-879-5707
- August 17 – 20 Livonia, MI, *Phonology*, Donna Parish 313-432-3670
- August 17 – 20 Brookfield, WI, *Phonology*, Mark Mackay 414-797-9592
- August 17 – 20 Wellesley, MA, *Written Expression*, Jill Marcus 781-237-3028
- September 25 – 27* Ontario, CA, *Written Expression*, Liz Sund 800-450-0343

*Working
to
Prepare
Teachers.*



Mary Lee Enfield, Ph. D.



Tori Greene

Communication Link Editor: Kathleen A. Ogle, Tel. (507) 334-5847

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