

**March 28, 2007**

## **Elementary Administrators "Absolutely Adore" New Reading Program Why? Because "It works"**

"We absolutely adore this program. It works," Raymond Elementary School Principal Joan Leach told educators March 23 at the 4<sup>th</sup> Annual National Read Right<sup>®</sup> Conference in Seattle, Washington. "The teachers are feeling good because they see kids be successful. It's nice to see real growth."

Elementary administrators, educators, and parents agree that Read Right transforms children of all ages quickly and efficiently from virtual non-readers or poor readers to highly effective readers who easily comprehend what they read.

### **A Well Structured Small-Group Intervention Program**

Raymond Elementary School adopted the Read Right intervention program two years ago and has been honored for significant growth in Washington State reading scores. Read Right is a highly structured, small-group tutoring program through which each trained tutor (a classroom teacher or paraprofessional) works with four students for up to one hour each day. Each full-time tutor typically tutors six periods a day, serving 24 students, five days each week. To become a Read Right tutor, each educator receives seven weeks of training over a school year on site with students.

### **An Effective First-Grade Whole-Class Reading Model**

"Read Right saves lives!" Elma Elementary School Principal Mark Keating confidently told conference attendees via video. Located about 40 miles from Raymond, Elma piloted the nation's first Read Right whole-class, first-grade model this year. It was quite a test for Read Right—and quite a risk for Elma, since Elma chose to pilot the first-grade program with 14 children who failed first grade last year and four children entering from kindergarten.

Teacher Debi Ohashi didn't know what to expect. "For the first time in 20 years, I was starting the school year without a clue of what I was going to do." And she was starting the year with 14 children that had already developed significant reading problems, including a few with significant discipline problems.

Read Right developer Dee Tadlock, Ph.D., a former classroom reading specialist, provided the training and, just six months later, 89% of the 18 retained and non-retained students in Ms. Ohashi's class were reading at or above grade level. Remarkably, 54% of the 18 students were reading at second grade level or above, including some of the former kindergartners. And, just as remarkably, students that had previously had discipline problems had been transformed by success into constructive classroom leaders.

"It's amazing," said Ms. Ohashi. "We didn't expect it to work so fast!"

Becky Spalding is the mother of three children. Her two oldest have struggled with reading. Her youngest, Sarah, one of the four former kindergarten students in Ms. Ohashi's class, has spent a

lot of time learning from Ms. Ohashi that reading is never supposed to sound choppy but, instead, is always supposed to sound just like conversational speech. The effect on Sarah's reading has been profound. She is among the 10 students in Ms. Ohashi's first-grade class reading at a second grade level.

"I wish (Elma) had had this program a long time ago," said Ms. Spalding. "I wish they'd had it for a long time."

### **Irving, Texas Expands Read Right to 30 Sites**

The Irving Independent School District launched Read Right in 15 elementary schools, one middle school, and one center for struggling students just two years ago. Today, Irving uses the program at 30 sites, Grades 3-12, specifically with the district's lowest performing readers. Students served include those who qualify for special education and English language programs, as well as students that have been identified as having severe reading problems, even though they don't qualify for special services.

What has caused the expansion? The program *works* with all kinds of readers, says Paula Dugger, the Irving ISD's District Reading Coordinator, and word of the program's effectiveness has spread quickly throughout the school district.

### **Read Right Transforms Students**

"Give us your students with the most severe reading problems and we'll show you how transformation is possible," says Read Right Developer Dee Tadlock.

Does this sound like a program that could benefit your students? We urge you to talk with school principals and tutors using Read Right methodology. Contact Kim Kranz at the Read Right office for a school information packet. The packet includes a list of school administrators and reading teachers you can contact directly. Kim can be reached at [kimk@readright.com](mailto:kimk@readright.com) or 360-427-9440.

Articles about Read Right methodology are available online at [readright.com](http://readright.com), including Dr. Tadlock's free downloadable paper, *Interactive Constructivism and Reading: The Nature of Neural Networks Challenges the Phonological Processing Hypothesis*. The interactive constructivist view of reading and reading development is also explained in detail in the new book written for parents of young children, *Read Right! Coaching Your Child to Excellence in Reading*, published in 2005 by McGraw-Hill and available at [amazon.com](http://amazon.com).

Please feel free to pass this message on to others you know who care about reading.

Thank you.