



Basic Principles

Project Prevent compliments classroom reading instruction. There is the expectation that children will continue to receive regular reading instruction in the classroom. Four basic principles are used in the Project Prevent Program:

1. Assess early reading knowledge
2. Focus on the child's development of good reading skills
3. Attempt to accelerate the child's learning
4. Focus on the child's development of the interrelationship between reading and writing skills

Reading at Home

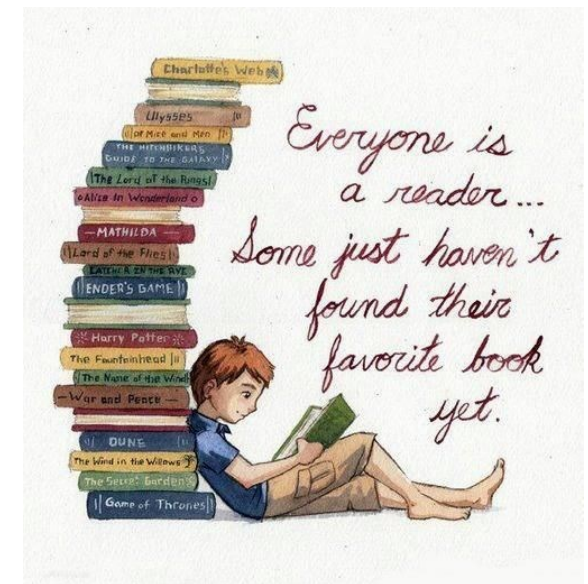
- Set aside special reading time.
- Read in a place that is quiet and free from distractions.
- Echo read with your child.
- Connect stories to your child's experiences.
- Discuss the illustrations.
- Encourage your child to reread books.
- Partner read the story with your child.
- Talk about books after reading them.
- Make reading fun for your child.
- Be a good example by demonstrating reading for pleasure.

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Raymond Benson
Primary School

First and Second
Grade Project
Prevent Reading



Parent Reading Night

First and Second Grade
Project Prevent

Miss Jan Blew
Mrs. Karen Capone
Mrs. Beth Aehlert



Description

Project Prevent is an intensive tutorial program developed for children who need extra reading support. In Project Prevent, a specially trained teacher works daily with each child for a half hour lesson, which includes both text reading and writing. Each child remains in the program until he/she is able to independently read grade level material.

Dr. Darrel Morris developed this program while at National-Louis University in Evanston, Illinois. Morris is responsible for extensive research in early literacy. He created a program he felt was firmly grounded in current theory and research. He first implemented the program in Skokie, and with its success, the program has been carried into other school districts.



Project Prevent Lesson

1. FAMILIAR READING

The teacher centers the instruction on a few of the strengths or weaknesses exhibited by the child. The teacher encourages the child to use and articulate particular reading strategies. Sight word reinforcement is included here. This is the book that goes home that day.

2. RUNNING RECORD

The child reads a book introduced the day before without help from the teacher. The teacher observes and records reading accuracy and strategy development. These scores help us decide when to move a child to a new level.

3. NEW BOOK

A new book is selected to accelerate learning on the basis of an analysis of the previous lesson.

- Orientation to new book
- Echo reading
- Partner reading

4. WORD WORK

During word work, we cover a range of concepts and skills:

- letter sounds, short and long vowel patterns, sight words, vocabulary and meaning

5. WRITING

We typically write one sentence a day in a journal. We work with the students to brainstorm ideas. Invented spelling is used, but we always go over words and use it as a teaching tool. The students work towards writing a paragraph with one main idea.

Progress Monitoring

Three times a year, all students do something called benchmark testing. Between those 3 times, the students we work with do progress monitoring. Each week, we do a one minute assessment using aimswebPlus. This helps us see where the students are performing, evaluate how effective our instruction is, and make changes as needed. A graph is sent home so you are aware of the progress your child is making. About every 8-10 weeks, new goals will be set based on the rate the student is improving.

Places to Play and Learn

<https://pbskids.org>

<https://education.com>

<https://readers.com/blog/education/kids-online-reading-games/>

www.readingrockets.org/literacyapps

"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."
-Dr. Seuss