



CALIFORNIA READING AND LITERATURE PROJECT

1. We have developed two products:
 - a. The first study centered around ***Adventure Phonics***. It helped students gain knowledge of basic consonant sounds, consonant blends, and short vowels. Program participants showed statistically significant improvement on these phonic skills both in pre- and post-tests, and when compared with the control groups.
 - b. ***Master English*** helps students learn complex sound-symbol associations such as silent “e”, r-controllers, the variant sounds of “c”, the variant sounds of “g”, consonant digraphs, diphthongs, and multi-syllable words.
 - c. ***Master English*** also helps students learn to read short stories and answer basic comprehension questions. To fully assess student achievement on these phonic skills, the Basic Phonics Skills Test (BPST) was augmented to include assessment of the variant sounds of “c” and “g”. This brought the highest possible number of correct responses on the BPST to ninety-five.
 - d. While possession of decoding alone is insufficient to produce an adroit reader, no person can read without first learning these critical skills.
2. The reason the University of California helped co-develop this product is because it went through rigorous testing and evaluation. It would not have been involved otherwise.
 - a. At issue was neither ***Adventure Phonics*** nor ***Master English*** had been put through a rigorous study that could assure their effectiveness. The California Reading and Literature Program (CRLP) made it clear that such a study was essential for their possible participation.
3. The pre and post testing results of both pilot programs with students and teachers
4. Upon significant and positive good results:
 - a. Statistical analysis and program director interviews concluded that the best plan of action is to fold Adventure Phonics and portions of Master English into a single set of phonic skills materials specifically designed for after-school programs.
5. The aspect of this after school program paralleling the BPST phonics curriculum in the classroom
 - a. That programs be **affordable**: The intention being that after-school programs with sparse resources could still afford the program.
 - b. That programs be **accessible**: The programs must contain activities that can be used easily by staff who have varying amounts of tutoring skills and experiences in reading instruction.

- c. That programs be **comprehensible**: The programs should address a broad range of literacy skills and strategies that focus on both decoding and comprehension.
 - d. That programs be **complementary**: The programs should enhance the literacy skills and strategies that students are already learning in their classrooms.
 - e. That programs be **supportive**: The programs should be aligned with the California State academic standards and the state adopted reading programs.
6. Sequence of training measured by standards of California and BPST testing
- a. Students taught by tutors who did not have formal training in teaching reading performed equally as well as students who were taught by experienced, certified teachers.
7. Since the first study on **Adventure Phonics** did yield significant results, the best features of **Master English** could be combined with it to produce an even stronger single after-school phonics program.
8. Like none other, this is a product of exceptional merit
- a. By the end of the study, the phonic skills of the experimental group students were significantly higher ($p < .001$) than the control group
 - b. So the **Adventure Phonics** program proved effective in improving students' knowledge of basic phonic skills. It also proved effective with tutors who did not have specific training in teaching reading, and also showed that some students might master the **Adventure Phonic** activities with fewer minutes of instruction than they received during the study, and should graduate to the next level of phonic skills training.
9. The social interactive, light competition and favorable character theme factor