

# J. Richard Gentry, INC

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1609 Government Street  
Mobile, AL 36604

October 1, 2018

## **CONTRACT FOR STAFF DEVELOPMENT FOR Central Intermediate Unit #10, State College, PA**

### *Contact Person:*

*Dr. Michele Hammersla-Quick  
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### *Services to be performed:*

*This contract is submitted after consultation with Mrs. Heather Spotts, Educational Consultant.*

*J. Richard Gentry, Ph.D. at J. Richard Gentry, Inc. is submitting this Contract for Staff Development for K-Grade 2 literacy teachers and staff to enhance and improve literacy instruction and to monitor student outcomes.*

### **1. Full names and titles of the people with whom you're doing business:**

Dr. J. Richard Gentry, Ph.D., founder and CEO of J. Richard Gentry, Inc.—Author, Researcher, and Educational Consultant. Co-author of *Kid Writing in the 21<sup>st</sup> Century* (Hameray Education Group, 2017)

### **Professional Affiliation**

J. Richard Gentry, PhD is an internationally acclaimed author, researcher, and educational consultant known for his ground-breaking work in education on topics such as early literacy; best-practices for reading, writing, and spelling; and dyslexia. In addition to authoring 16 books, 2 textbook series, and numerous journal and magazine articles, he blogs for the prestigious *Psychology Today* magazine offering commentary on a range of topics including education and policy, reading and the brain, baby/toddler reading, and educational standards. Recent books and textbooks include *Raising Confident Readers: How to Teach Your Child to Read and Write—From Baby to Age 7* (Da Capo Press, 2010), *Brain Words: How the Science of Reading Informs Teaching* with Gene Ouellette (Stenhouse Publishers, in press), *Kid Writing in the 21<sup>st</sup> Century* with Eileen Feldgus and Isabell Cardonick (Hameray Publishing Group, 2017) and *Spelling Connections* (Zaner-Bloser, 2016), a popular evidence-based spelling

series for grades K-8. Dr. Gentry received a BA from the University of North Carolina-Chapel Hill and a PhD from the University of Virginia. He currently resides in Mobile, Alabama and can be reached at [Richard@irichardgentry.com](mailto:Richard@irichardgentry.com)

**2. Detailed description of the project. Write a global description that specifies every aspect of the task you've been asked to do.**

Title: Kid Writing in the 21<sup>st</sup> Century: Best Practices for Teaching Literacy in Kindergarten through Grade 2

Staff development provides follow-up and focus on progress monitoring with the following over-arching literacy objectives:

- Connecting writing with reading for increased end of first grade reading scores
- Implementing best practices for literacy instruction
- Meeting new demands for writing in school beginning in kindergarten
- Fostering proficient readers, writers, and spellers, by end of first grade by harnessing the power of phonemic awareness, phonics, alphabet learning, and formative assessment for monitoring progress and targeted instruction.
- Implementing the steps of Kid Writing including:

- Step One: Draw-Your-Story or Draw-Your- Information
- Step Two: Kid Writing
- Step Three: Adult Writing/ Teacher Publishing for Re-reading
- Step Four: Mini-Lessons/Conferencing

**Evidence Base:**

Kid Writing and Phase Monitoring has a proven evidence base showing beginning literacy as a global process that unfolds in five developmental phases observed in word reading and in developmental writing and spelling (Ouelette & Sénéchal, 2017). Teachers learn best practices for connecting early writing with reading and learn to support, scaffold, and guide their students through five developmental phases from non-reading to proficient reading expected by the end of first grade (e.g. Ehri & McCormick, 2013; Feldgus, Cardonick, & Gentry, Hameray, 2017; Gentry, 2006; Ouelette & Sénéchal, 2017). This work is based on a 2017 research-based staff-development book entitled *Kid Writing in the 21<sup>st</sup> Century* (Hameray, 2017) that sets the standard for exemplary literacy teaching in academic classrooms.

Ehri L. & McCormick, S. (2013). Phases of word learning: Implications for instruction with delayed and disabled readers. In D. Alvermann, N. Unrau, & R. Ruddell (Eds.), *Theoretical Models and Processes of Reading* (pp. 339-361). Newark, DE: International Reading Association.

Feldgus, E., Cardonick, I. & Gentry, R. (2017). *Kid Writing in the 21st Century*. Los Angeles, CA: Hameray Publishing Group.

Gentry, R. (2006). *Breaking the Code*. Portsmouth, NH: Heinemann.

Ouelette, G. & Sénéchal, M. (2017). Invented spelling in kindergarten as a predictor of reading and spelling in grade 1: A new Pathway to literacy, or just the same road, less known? *Developmental Psychology*. 53 (1) 77–88. <http://dx.doi.org/10.1037/dev0000179>

Content:

Participants monitor five phases of beginning literacy development with targeted instruction for 1) age appropriate and guided reading, 2) developmental writing, and 3) sounds and spelling. This session highlights early literacy phase development and targeted instruction.

Educational significance:

Phase observation and Kid Writing treats literacy as global development based on how children process reading and writing rather than testing and teaching skills in isolation. Formative assessment allows for more input from the teacher for monitoring each child's literacy development and improving student outcomes and aligns with district and state requirements and formative assessment expectations.

### **3. List of responsibilities.**

Method of Presentation:

This interactive hands-on staff development includes PowerPoint, video presentations and handouts.

At the end of the workshop the participants will take the following strategies back into their classrooms:

- Focus on Phase Observation
- Strategies for Alphabet Learning
- Adult Underwriting—“Publishing” for Reading Back Writing
- Writing Portfolios for Formative Assessment
- Use of Writing Notebooks for student work
- Repeated Reading for Fluency and Sight Word Development
- Finger-Point reading for directionality and fluency
- The For-With-By technique for Independent Reading
- Strategies for developing Knowledge about Sounds and Spelling
- Finger Spelling (a multimodal technique)
- Hand Spelling
- Chop, Chop, Swish
- Sound-Letter Boxes
- Spelling Phase by Phase

4. **Fees. Costs:** \$3,950 all inclusive (This includes all expenses). Payment structure: Payment is due at the end of the staff development.

Handouts are to be copied for distribution by the intermediate unit.

Participants will receive a copy of *Kid Writing in the 21<sup>st</sup> Century* as part of the staff development.

5. **Timeline. Specify the start and end date of the project.** February 26, 2019. Payment to be received following the workshop.

Presenter Information:

J. Richard Gentry, PhD  
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Mobile Phone: 954-547-4172  
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I, **J. Richard Gentry, Ph.D.**, agree to perform the duties listed above.

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Consultant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Approval Signature

\_\_\_\_\_  
Date

Consultant's Address:

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NOTE: Please make check to J. Richard Gentry, INC