

Sonday System Data Report & References

The Reading Intervention Specialists

Instructional Materials Pre-K to Adult

Professional Development

In-Class Coaching



1620 West Seventh Street, St. Paul, Minnesota 55102
800.321.7585 www.winsorlearning.com

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“When reading and spelling are taught together, progress is faster, learning is more secure, and the learner becomes a writer as well as a reader. Spelling is the magic that locks learning into long-term memory. It offers an opportunity for kinesthetic/tactile practice through tracing and writing and it provides immediate diagnostic information regarding which sounds, rules and concepts have been learned. Short-term memory difficulties disappear and success is assured.”

***~Arlene Sondag,
Author of the
Sondag System
product line***

Arlene Sondag is a Founding Fellow and First President of the Academy of Orton-Gillingham Practitioners and Educators. She is the author of three multisensory reading programs and frequently lectures, teaches and implements reading programs worldwide.



Winsor Learning/Sondag System® Evolution

The current success of the Winsor Learning/Sondag System project began over forty years ago with a unique and special group of educational pioneers. The following is a brief overview of significant and recent developments in which Arlene Sondag, author of the Sondag System 1, Sondag System 2 and Let's Play Learn, was a primary designer.

Arlene Sondag is a Founding Fellow and first president of the Academy of Orton-Gillingham Practitioners and Educators. This is the first and only credentialing organization for expert educators and practitioners using Orton-Gillingham, a multisensory language-based instructional approach to teaching reading, writing and spelling. She served as Vice-President of the International Dyslexia Association, President of the Upper Midwest Branch of the International Dyslexia Association, Board of Directors of Learning Disabilities Minnesota, the Minnesota Adult Literacy Coalition, and presently serves on the Professional Advisory Board of the 32 Degree Masonic Learning Centers for Children, Inc. In conjunction with Massachusetts General Hospital Learning Disabilities Program, the Scottish Rite Masons organized the initial steering committee of language experts to develop the tutoring program for the Learning Centers. That team included Marcia Henry, Jean Osman, Mary Farrell and Arlene Sondag. Mary Farrell and Arlene Sondag developed the syllabi and the curriculum for the Fairleigh Dickinson University (FDU) Dyslexia Specialist Certificate program. In the beginning, Ms. Sondag taught five of the courses. The FDU program is approved at all 3 levels by the International Multisensory Structured Language Education Council (IMSLEC). Currently, teachers in the 32 Degree Masonic Children's Learning Centers in New Jersey take their courses through FDU and do their practicum in the Centers. The University of Pittsburgh and Penn State are in the process of developing a similar cooperative program with the Children's Learning Centers in that area. Currently, there are 10 states in the Masonic program. In the state of Pennsylvania alone there are 8 Masonic Learning Centers for Children (2 more in development) serving some of the families in the community that might not otherwise have access to appropriate instruction. Now, there are large waiting lists and not enough trained people or time to adequately meet the needs of those who have reading or language disabilities. Some schools and districts, however, have embraced this type of training and are making a profound difference.

Ms. Sondag and her colleagues taught Orton-Gillingham courses for years and found that competent teachers and tutors were experiencing difficulty transitioning into classroom settings. They didn't have time to write the learning plans and create the curriculum. For this reason she wrote the lesson plans and, with Winsor Learning, created the tools known as the Sondag System 1, Sondag System 2 and Let's Play Learn. Providing these tools enabled teachers to shorten training time and continue the learning process as they were delivering instruction. Winsor Learning provides the Sondag System product line as well as professional development throughout the country.

- The Academy is the only nationally recognized Orton-Gillingham credentialing organization. The Orton-Gillingham Approach has been integrating what are now known as the five dimensions of reading into lesson plans for over four decades. These lessons incorporate phonemic awareness, systematic-explicit phonics, automaticity, fluency, vocabulary and comprehension.
- Scientifically Based Literacy Instruction
- The Sondag System—Learning to Read product line includes 3 programs: Let's Play Learn, Sondag System 1 and Sondag System 2. Through a combination of highly organized, Orton-Gillingham based materials and ongoing training, Winsor Learning can prepare any teacher to correctly identify and effectively remediate students at every level of instruction, Pre-K to Adult.
- The Sondag System product line puts research into practice. It is easy to use and easy to replicate. The teacher training program is fully aligned with the precepts of state standards, No Child Left Behind/Reading First, and IDEA. The ongoing training program builds a foundation that will increase knowledge and skills related to science-based literacy instruction for all teachers, tutors and paraprofessionals.

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Get A Closer Look At What Works

Request a Modeling Demonstration Session

An opportunity to observe scientifically based instructional practices in action.

Winsor Learning offers schools/districts the opportunity to preview the skills their staff will acquire after completing a Winsor Learning multisensory language instruction method with YOUR students while the school/district staff observes. Typically, observers are administrators, board members, teachers, paraprofessionals or parents.

The Winsor Learning expert spends approximately 35 minutes delivering a Sondag System lesson to the students. The demo session is followed by Q&A with observers and the Winsor Learning expert.

Demos are free of charge to schools/districts with adequate representation and the ability to assemble a small group of students for modeling. To schedule a demo call 1.800.321.7585 or visit **www.winsorlearning.com**

Client Reference Letters





EAST ORANGE SCHOOL DISTRICT
"Rising to a Standard of Excellence"
Division of Operations, Compliance and Educational Support Services
715 Park Avenue
East Orange, New Jersey 07017-1026

Brenda B. Veale
Assistant Superintendent

Telephone (973) 266-5776
Fax (973) 266-2972

July 27, 2005

Winsor Learning/Sonday Systems
1620 Seventh Street West
St. Paul, MN 55102

To Whom It May Concern:

The East Orange School District continues to contract with Winsor Learning/Sonday Systems for the purpose of professional development, purchase of materials and installation of the Winsor/Sonday reading program.

All staff is acquiring science-based instructional skills from highly qualified and skilled professionals to support the implementation of the program coupled with on-going coaching and training as needed. Data received after only five months of intervention indicates that students from diverse groups are progressing in the areas of reading and spelling. Students have gained on an average of twenty percentage points in both areas. Due to the positive reaction from the principals, coupled with students' results in the two (2) pilot schools, the district is encouraged to place the program in all the elementary schools in the fall of 2005.

Our prediction is that referrals to Special Education will decrease as a result of Winsor's prevention and intervention professional development.

We look forward to continuing our relationship with Winsor/Sonday.

Sincerely,

Brenda B. Veale
Assistant Superintendent

BBV;jh

c: Deloris Trimble



July 14, 2005

Superintendent
Bradley K. Boren,
Ph.D.

GPS Governing
Board

President
Helen D. Hollands
Clerk
Linda Rollins
Members
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Traci L. Klein
Thad V. Stamp

Gilbert Public Schools
140 S. Gilbert Road
Gilbert, AZ. 85296

To Whom It May Concern,

This letter is being written in support of Winsor Learning Inc. and their Soday System. Gilbert Public Schools Special Education Department has adopted the Soday System Program as part of our core curriculum in all elementary resource programs and selected self-contained classrooms. The structured, multisensory phonics approach and teacher training used in the Soday System has made a significant difference with many of our students struggling with mastering beginning reading skills.

For the past three years the District has trained resource teachers, self-contained classroom teachers, reading specialists and ELL teachers in using this approach. We have been extremely pleased with the level of knowledge, professionalism, and enthusiasm the trainers have demonstrated with our teachers. The teachers have loved the training. They are able to return to the classroom with a heightened understanding and solid knowledge of how to deliver multi-sensory, explicit phonics instruction.

All teachers using the System have reported that their students have made great academic gains. The program truly helps teachers to understand the sounds, structure and organization of language. Students have become better readers and spellers because they have experienced success. We are delighted with the results, and very happy with the level of support provided by Winsor Learning. We look forward to continuing our partnership with Winsor Learning Inc. and commend the company for so effectively addressing a great need in our schools, increasing reading achievement for all students.

Sincerely,

Jane Hecker, Coordinator
Elementary Special Education Programs
Gilbert Public Schools
140 S. Gilbert Road
Gilbert, AZ 85296
480-497-3393
jane_hecker@gilbert.k12.az.us



The New York City Department of Education
Seton Falls Elementary School
Public School 111X
 3740 Baychester Avenue
 Bronx, NY 10466-5030

Telephone# 1-718-881-2418

Fax #1-718-405-5927

Mrs. Julia Rivers-Jones
 Principal

Ms. Charyn Koppelson
Ms. Ava Fullenweider
 Assistant Principals

June 28, 2005

Joel I. Klein, Chancellor
 Department of Education
 The City of New York
 65 Court Street
 Brooklyn, New York 11201

Dear Mr. Klein,

I am happy to report that the Soday Systems –Learning to Read program has been used at P.S. 111 this year and we are extremely pleased with the results in terms of improvement in academic performance and self esteem for our children.

As you know, the Soday program is a science based reading program that covers all the essential components of reading instruction. The test scores of the students using the program have increased and several students in particular have regained a sense of enjoyment and interest in reading.

The Soday program enabled the teachers to become knowledgeable about the science of reading and has increased their skills as intervention specialists. Both the teachers and Administrators indicated that the materials were easy to use and the support received from the Soday staff was ongoing and helpful. Teachers felt that the Soday team gave them real tools to help the students and the coaching by Soday staff increased the teacher's ability to coach their students.

Our school has a curriculum intervention team and our last meeting was devoted to analyzing the strengths and weaknesses of the programs that were used throughout the school year, Soday was praised consistently, with results in evidence and a recommendation that the program be used next year.

Sincerely,


 Julia Rivers Jones

Community School District 16



Dr. Marcia V. Lyles
Community Superintendent
Mr. Frank Spradley
Deputy Superintendent

1010 Lafayette Avenue
Brooklyn, NY 11221
Phone (718) 574-2800
Fax (718) 574-2836

November 8, 2002

Department of Education
65 Court Street, Rm. 1201
Brooklyn, NY 11201
RFP# 1B909

To Whom It May Concern:

Community School District 16 has incorporated the Winsor Learning/Sonday System Program into a professional development plan for the educational staff. For the past three (3) years District 16 has trained special education classroom teachers, resource room teachers and speech teachers in using this multisensory, explicit-phonics approach. The Sondag System Program has been implemented in grades K – 8.

The initial training of the Sondag System is a two (2) day session with an emphasis on understanding the psychology of reading, understanding language structure, applying best practices in all aspects of reading instruction and using reliable efficient assessments. After the initial training there is ongoing sustained follow-up coaching sessions, which take place in our schools, in the classroom, with each teacher in his/her specific setting. These follow-up sessions provide coaching so the teacher will understand the pacing system and structure and the scope and sequence of the lesson format. These sessions also monitor each teacher as the lesson is delivered and provides the teachers with phonological and phonemic awareness strategies to determine the strengths and weakness of the students.

As of last year, we are starting to see the results of the Sondag System Program with many of our special needs students. Students are reading more fluently, their vocabulary has increased with written assignments, their reading comprehension has improved and an increase in students' self esteem and confidence.

The Sondag System Program is a reading program that I recommend. This program is excellent for all learning styles and all reading levels.

Sincerely,

Joyce A. Henderson

Joyce A. Henderson
District Administrator of Special Education

COMMUNITY SCHOOL DISTRICT 31
Office of Special Education
715 Ocean Terrace
Staten Island, New York 10301

November 6, 2002

New York City Department of Education
65 Court Street
Room 1201
Brooklyn, New York 11201

To Whom It May Concern,

In our effort to close the achievement gap so that students with disabilities can be educated in their least restrictive environment, District 31 reviewed and evaluated a number of Reading Programs that utilize scientifically based instruction and teaching methodology. Based on our research we contracted with Winsor Learning to provide training on the ***Sonday System***, to selected Special Education Pedagogical Staff.

We are extremely pleased with the level of knowledge and professionalism the trainers have demonstrated with our teachers. Our teachers were very enthusiastic about the training they received. After two full days of training, they were able to go back to their classrooms and using their ***Sonday*** Kits, put into practice the strategies they had learned. The teachers were also very appreciative of the in class coaching sessions that followed the training.

The structured, multisensory phonics approach used in the ***Sonday System*** has made a significant difference with many of our students struggling with mastering beginning reading skills.

Sincerely,

Gail Zivot
Regional Administrator of Special Education
Region 7, New York City



THE NEW YORK CITY DEPARTMENT OF EDUCATION

JOEL I. KLEIN, *Chancellor*

SCHOOL PROGRAMS & SUPPORT SERVICES

Francine B. Goldstein, Chief Executive - 52 Chambers Street, Room 220 - New York, NY 10007

MEMORANDUM

December 6, 2002

TO: Superintendents

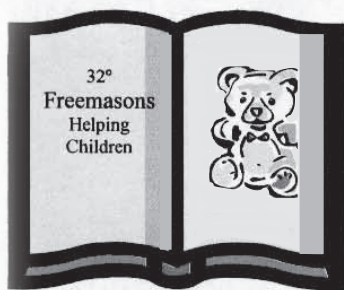
FROM: Francine B. Goldstein *Francine B. Goldstein*
Chief Executive, School Programs and Support Services

SUBJECT: Professional Development Opportunity

In the past we have sponsored professional development to support the Continuum of Special Education Services and to assist in improving outcomes for both general education students and students with disabilities by providing teachers with tools to accommodate diverse learners in their classrooms. In order to continue these efforts, the Office of School Programs and Support Services is pleased to inform you of this new professional development initiative featuring nationally recognized *Winsor Learning, Inc.* based in St. Paul, Minnesota.

To ensure that all students succeed in the basic written language skills of reading, writing and spelling, including those at risk of failure, educators must be able to provide effective, systemic instruction that is based on research findings. *Winsor Learning /Sonday System* provides educators with the tools for delivering effective, structured educational programs to teach children how to read, write and spell fluently. The instructional materials, referred to as the Sonday System, are research validated and developed from the Orton-Gillingham philosophy with the flexibility for students to proceed at their own pace. The system includes learning plans, a video tutor, word lists, flash cards and all instructional materials needed to implement the program. Historically, Orton-Gillingham has been difficult to implement without extensive training. The Sonday System design successfully organizes, defines and expands the planning and delivery components to make diagnostic teaching manageable. Program highlights include:

- instructional materials that are research-based, following the Orton-Gillingham Approach to teaching multi-sensory structured phonics;
- preventing failure from the start by addressing the needs of emergent readers in first and second grades, in remedial programs, ESL, or adult literacy;
- knowledgeable, dedicated, skilled mentors and coaches; and
- decreased training time for teachers who need to deliver quality instruction immediately.



**Greater Pittsburgh
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for Children, Inc.**

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As a Special Education teacher, I knew that the Sunday System worked for students with reading disabilities. This past year I have enjoyed watching how effectively it can be used with students in regular education classes. Students loved seeing their success with the program; nothing motivates like success! This program truly helps teachers to understand the sounds, structure and organization of language, as well as presenting language for multisensory practice. This results in better readers and spellers. This is the only program that I know of that increases teacher knowledge while simultaneously improving reading and spelling skills for students.

Maria Paluselli
Center Director, 32 Degree Masonic Learning Center for Children
Adjunct Faculty, Dept. of Education, University of Pittsburgh

THOMAS J. STARMACK - Ext. 1103
Assistant Superintendent

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*Director of Business
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GLENN SHELL - Ext. 1202
School Psychologist

RANDALL S. SKRINJORICH - Ext. 1104
*Assistant Director of Business Affairs
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SOUTH ALLEGHENY SCHOOL DISTRICT

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JAMES JACKSON - Ext. 3141
Elementary Coordinator/Principal

WAYNE P. GDOVIC - Ext. 2304
Elementary Principal

The South Allegheny School District's Multi-Sensory Reading Program

The South Allegheny School District developed the need for a multi-sensory reading program in the spring of 2001 following an Extended School Year I.E.P. review for a 3rd grade Learning Disabled student. The team believed that the student had not reached his annual Reading fluency and comprehension goals. We were using the Heath Reading series with a Phonics Workbook from Curriculum Press in both Regular and Special Education. Additional instructional supports were employed in Special Education, but multi-sensory reading was not included.

Clearly, the District needed professional support. As the L.E.A. Representative, I contacted Dr. Kathy Donahue from The Tillotson School, who would be providing the E.S.Y. service for our student. She, in turn, referred me to Mrs. Maria Paluselli, Center Director for the Orton-Gillingham, Masonic Learning Center for Children in the North Hills of Pittsburgh. Maria and I decided to contract her services to provide a Professional Development Program for the District's Elementary Faculty. Following this in-service, two of our teachers, a primary Learning Support and Speech/Language Teacher, agreed to attend a two week class sponsored through the University of Pittsburgh to become Orton-Gillingham Certified.

The District hired another Speech/Language Teacher, which allowed us to place the O-G Sp/Lg teacher in the Kindergarten classrooms to co-teach the Phonic section of the Reading Curriculum using the Orton-Gillingham method, beginning in the 2002-2003 academic year. The primary Learning Support Teacher had her schedule adjusted so that she could begin to provide one-on-one Orton-Gillingham instruction in the afternoon to 2 L.D. students, while she implemented O-G methods in her K, 1st and 2nd grade L. D. classroom.

Given this background, the District was able to participate in a Pilot Project with P.D.E. in January, 2003 to implement the Sonday System, an instructional approach taken from the Orton-Gillingham method. Thirty-three teachers and aides were trained in the Sonday System in January, 2003. The approach has been in place in the Kindergarten and 1st grade classrooms as well as Title 1 and Elementary Learning Support classrooms, since that time.



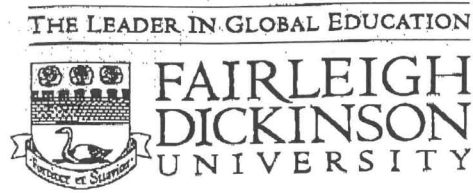
LIBERTY BOROUGH • GLASSPORT BOROUGH • PORT VUE BOROUGH • LINCOLN BOROUGH

Letter Continued...

The results have been amazing!

- ✓ Kindergarten children who received 5 months of Sonday had retained the basic Phonic skills and phonemes over the summer to the point that recoupment only took half the normal time
- ✓ 1st gr. Teachers now have to revise their curriculum to accelerate Reading instruction by one full semester
- ✓ The Special Ed. Dept. has seen a 50% reduction in primary grade referrals for Reading Problems
- ✓ Three potential “Due Process Actions” have been addressed through Sonday and a modified Orton-Gillingham service delivery system
- ✓ The district has participated in Progress Monitoring this fall. We are using Read Naturally as a tool to establish baseline data, aim lines ,and measures of Adequate Yearly Progress. The Sonday System’s Systematic Sequential method of instruction, with built in “mastery tests” at each of the 36 levels, lends itself to Progress Monitoring expectations
- ✓ I was privileged to hear G. Reid Lyon, Ph. D. at the Learning and the Brain Conference in May 2002, Dr. Lyon heads the Reading Research at the National Institute of Child Health and Human Development, the group that created the National Reading Panel. Dr. Lyon’s message was supported by this research, “widespread implementation of these scientifically proven prevention and early intervention programs will substantially reduce the number of children needing special education in higher grades”
- ✓ At the same conference in 2003, I was able to hear Dr.Sally Shaywitz, a neuroscientist and professor of pediatrics at Yale University, who was a member of The National Reading Panel. Dr, Shaywitz presented slides of brain scans taken from a 10-year Functional MRI study which revealed BRAIN REPAIR in young children who had received effective interventions in Reading instruction.
- ✓ Power for Kids is replicating Dr. Shaywitz’s work testing students to see which of these interventions are most effective. South Allegheny teachers are participating in this study. One of the teachers, called me and said that the target group chosen, included some of the Sonday kids. Her quote was “ those Sonday (2nd and 3rd gr. L.D.) students are demonstrating Reading fluency rates that are equivalent to our average 3rd grade Regular students .
- ✓ Sonday is NOT a CURRICULUM. It is a METHOD which is EFFECTIVE!

Glen Shell
 School Psychologist, Director of Special Education
 South Allegheny School District



SCHOOL OF EDUCATION
LEARNING DISABILITIES PROGRAM

Teaneck-Hackensack Campus
1000 River Road, T-RH5-02
Teaneck, New Jersey 07666
201-692-2816 Voice
201-692-2813 Fax

April 17, 2002

To Whom It May Concern:

I have reviewed the Sonday System and have recommended it to teachers in the past few years. It provides clear and easy directions for teaching Phonemic Awareness, Letter-Sound Association, Decoding, Irregular Words and Fluency, areas where teachers are least likely to have expertise. Comprehension and Vocabulary are covered under the Professional Development part of the Sonday System so that those pieces can be individualized to be delivered differently for ESL, regular education and special education.

Sincerely,

Mary L. Farrell, Ph.D.
Director, Learning Disabilities Program
Fairleigh Dickinson University

What Others are Saying...

I am thrilled! This is a dream come true for me. Providing our outstanding teachers with the opportunity to learn the structure of our language is awesome. The Sonday System is the most teacher-friendly Orton-Gillingham instructional tool available. Any kit cannot replace the ongoing support we are receiving from the Winsor coaches. The ongoing coaching has been the sun and water to keep this seed growing. It has begun to sprout. I look forward to seeing it bloom by the end of the school year, and in bloom in 3 years. Thanks to one and all for their commitment to making this dream a reality.

Smiles from ear to ear,
Maureen Henderson, Saucon Valley K-12 Special Service Coordinator

"Great! You go through college and I didn't learn as much about phonics as I did today!"
Jadie, Teacher
Scottsbluff, NE

"Now I know how to teach reading."
Ivy, Teacher
Brooklyn, NY

Thanks for a wonderful two days of training! It was invigorating to learn from such high energy and dynamic people. I believe I could feel the excitement in the room; teachers seemed eager to go back to their districts and get started with the Sonday System...[some] were so fired up about Sonday they went back to their district and encouraged administration to ask for more in-service from Winsor, which would be a great addition to their professional development.
Debora Dawson, Special Ed. Supervisor K-12, IU4

"The best workshop I have ever attended and I have been to them all. Your trainers are the best."
Emily, Special Education Paraprofessional
Brooklyn, NY

"I am excited to start using this. It is the piece that is missing in Balanced Literacy!"
Cara, Teacher
Brooklyn, NY

"I was very impressed with how this program is organized to aid struggling readers of any age. In addition to this, I also like that Winsor sent their representative once a month to coach and give feedback to the teachers. This was good for me because I was constantly assessing myself and determining how I could make each lesson better."
Maureen, Special Education Teacher, Brooklyn, NY

Excellent, hands-on presentation.
Our kids need this!! Great job!
I'm psyched!
Lisa. Bronx, NY.

Great Workshop-
I learned a lot. You really inspired me!
Paula. Amery, WI.

I really feel like this was one of the most beneficial training programs I've attended. I really plan to use this program as my core instruction for reading, spelling & writing. Thanks! You are both very effective teachers!!
~Paula. Minneapolis, MN.

This pulls together so much research and philosophy that I have been practicing.
~Colleen. Buffalo, NY.

This was one of the greatest workshops I've attended.
~Gwen. Asheville, NC..

I received the necessary tools and expertise to help my students become life long learners and experts at literacy. Utilizing the four stages of learning will be beneficial to all the students.
~Pamela. Bronx, NY.

Excellent presentation! All teachers should have this series.
~Pam. Princeton, NC.

Excellent for remediation which is immediate and kids can do it with you.
~Phyllis. Bronx, NY.

After having been exposed to the Sonday System, I have no anxiety about teaching my students to read & spell. I know this system is well-designed & thorough & will help my kids succeed.
~Kristine. Minneapolis, MN.

Outstanding workshop! I learned so much. This system has everything that is needed to effectively teach, all within easy (organized) reach. Thank you!!
~ Beth. Key Largo, FL.

Thank you for giving us some great learning tools!
~ Catherine. Moundsvew, MN.

I am so thankful that someone told/ taught me how to teach kids how to read. I have students who have the potential & I was at a loss at how to teach them.
~Holly. Coon Rapids, MN.

Your program was phenomenal.... gave me a motivation level which is extremely high. You really know the subject area.
~ Laura. Bronx, NY.

I thoroughly enjoyed this workshop. The presenter was very knowledgeable and has very high concern for the children. That's what it's all about...
~Teacher. Goldsboro, NC.

This was one of the best reading workshops I have attended. The presenters were dynamic, knowledgeable and passionate!
~Valerie. Key West, FL.



Find out more...

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professional development

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Published References





Research Roundup

Early Reading Instruction: So What Exactly am I Supposed to Do?

By Dr. Sheldon H. Horowitz

NCLD Director of Professional Services



Back in October 2004 my column introduced "CBM" (Curriculum-Based Measurement) as a way for educators to gather precise information about what their students know; record (chart) these data, and measure their learning progress over time. The good news about CBM is that by targeting and sampling performance in specific skill areas, teachers can choose instructional materials and implement teaching strategies that attack students' areas of need. Less guesswork, more purposeful instruction, better results. Sounds like a plan, right?

So let's take the next step together and ask some guiding questions:

- Once we've identified skills that are lacking, what exactly are we supposed to do?
- How do we select materials (from the thousands of choices available) that have the best likelihood of helping students learn?
- What conditions (in school and at home) are likely to enhance the acquisition and retention of newly learned skills?

The answers to these questions are your keys to success:

- Decide what your students need to learn and let this be your explicit focus of attention.
- Select appropriate materials, provide systematic and explicit instruction, and use data to monitor progress.
- Engage EVERYONE who is close to these children in opportunities to provide practice and reinforcement and support.

Let's decide, for example, that reading in pre-kindergarten and the early grades is your explicit area of focus. A good place to start might be to address the five components of reading identified by the National Reading Panel (NRP) as "necessary" (but not sufficient) to the reading process. Once you know where children are in their mastery of skills in the areas of *phonemic awareness (PA)*, *systematic phonics (PH)*, *fluency (F)*, *vocabulary (V)*, and *text comprehension (C)*, you can begin to select materials and instructional approaches that will assist you in helping students develop competencies in these essential areas.

Here are a few research-based strategies and approaches to teaching reading that have been mentioned in the professional literature. They are offered as possible options as you search for products and programs to assist you in achieving your goals with students in your classrooms. These products are not endorsed or recommended by NCLD. That's your decision to make based on your individual classroom needs. And be sure to reach out to others including:

- Professionals in your local school community (i.e. reading specialists, psychologists, special educators, speech-language pathologists, school administrators and counselors).
- Experts who have published studies or presented at conferences. (They are often available by e-mail with contact information found on the Web.)
- Educational publisher representatives. (They are usually eager to provide information and technical assistance about their products.)

Continued...

Program or Strategy	NRP Components					For More Information
	PA	PH	F	V	C	
Earobics	✓					http://www.earobics.com
Foundations		✓	✓	✓		http://www.foundations.com
Great Leaps			✓	✓		http://www.greatleaps.com
<i>Language!</i>	✓	✓	✓	✓	✓	http://www.language-usa.net
Let's Play Learn	✓	✓	✓	✓	✓	http://www.sondaysystem.com/products/lpl.shtml
LIPS: The Lindamood Phoneme Sequencing Program	✓	✓				http://www.agsnet.com/Group.asp?nMarketInfoID=42&nCategoryInfoID=2659&nGroupInfoID=a11420
Open Court	✓	✓			✓	http://www.sraonline.com/index.php/home/curriculumsolutions/reading/ocr/622
Orton - Gillingham Institute for Multi-Sensory Education	✓	✓				http://www.orton-gillingham.com
Project Read		✓			✓	http://www.projectread.com
Reading Recovery			✓	✓	✓	http://www.readingrecovery.org
Read, Write & Type!			✓	✓	✓	http://www.readwritetype.com
Reading Mastery Plus	✓	✓	✓	✓	✓	http://www.sraonline.com/index.php/home/curriculumsolutions/di/rmplus/101
REWARDS		✓	✓			http://www.rewardsreading.com
The Slingerland Approach		✓	✓			http://www.slingerland.org
The Sondag System	✓	✓	✓	✓	✓	http://www.sondaysystem.com/products/ss1.shtml
The Spaulding Method		✓	✓		✓	http://www.spalding.org
Voyager Passport	✓	✓	✓	✓	✓	http://www.voyagerlearning.com/passport/index.jsp
The Wilson Reading System	✓	✓	✓	✓	✓	http://www.wilsonlanguage.com/w_wrs.htm

Other helpful resources:

Birsh, Judith R. (1999). *Multisensory Teaching of Basic Language Skills*. Paul H. Brookes Publishing. Baltimore, MD.

Henry, Marcia K. (2003). *Unlocking Literacy: Effective Decoding & Spelling Instruction*. Paul H. Brookes Publishing. Baltimore, MD.

Moats, Louisa Cook, (2000). *Speech to Print: Language Essential for Teachers*. Paul H. Brookes Publishing. Baltimore, MD.

Shaywitz, Sally. (2003). *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*. Alfred A. Knopf. New York, NY.

Wood, Tracey. (2004). *Teaching Kids to Read for Dummies*. Wiley Publishing. New York, NY.

Found online at the National Center for Learning Disabilities
<http://www.ncld.org/index.php?option=content&task=view&id=654>



The role of neuroscience in the remediation of students with dyslexia

Guinevere F. Eden¹ & Louisa Moats²

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(Excerpt)

Effective classroom-based programs that minimize reading failure in all but 2–5% of children include several components: structured phonemic awareness (orally identifying and manipulating syllables and speech sounds), phonics (making associations between sounds and letters), fluency (developing speed and automaticity in accurate letter, word and text reading), vocabulary expansion and text comprehension. When this is not sufficient, teachers and clinicians have at their disposal many commercial programs for dyslexic students²³. Examples of commercial programs include the Orton-Gillingham Approach, Alphabetic Phonics, Slingerland Approach, Project Read, Wilson Language, LANGUAGE!, ***The Sonday System***, and Lindamood-Bell. These are systematic, cumulative, explicit and sequential approaches that allow professionals to teach language structure at many levels (sounds, syllables, meaningful parts of words, sentence structure, paragraph and discourse organization). All emphasize the importance of multi-sensory engagement of the learner and teach the phonological features of spoken language using motor, visual, auditory and kinesthetic feedback combined with extensive, controlled practice in word recognition. One of the Lindamood-Bell techniques addresses concepts of the motor theory of speech perception²⁰ by emphasizing oral-motor feedback and explicit, detailed instruction in labeling speech sounds. Phono-Graphix, on the other hand, minimizes the multisensory mediation techniques of Orton-Gillingham approaches.

ACKNOWLEDGEMENTS

The authors are supported by the National Institute of Child Health and Human Development (NICHD).

A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis



Deborah C. Simmons, Ph. D.
Edward J. Kame'enui, Ph. D.



**National Center to Improve the Tools of Educators (NCITE)
Institute for the Development of Educational Achievement (IDEA)**

College of Education
University of Oregon

The selection and adoption of an effective, research-based core reading program in the primary grades is a critical step in the development of an effective schoolwide reading initiative. The investment in identifying a core program that aligns with research and fits the needs of learners in your school will reap long-term benefits for children's reading acquisition and development.

A critical review of reading programs requires objective and in-depth analysis. For these reasons, we offer the following recommendations and procedures for analyzing critical elements of programs. First, we address questions regarding the importance and process of a core program. Following, we specify the criteria for program evaluation organized by grade level and reading dimensions. Further, we offer guidelines regarding instructional time, differentiated instruction, and assessment. We trust you will find these guidelines useful and usable in this significant professional process.

1. What is a core reading program?

A core reading program is the primary instructional tool that teachers use to teach children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards. A core program should address the instructional needs of the majority of students in a respective school or district.

Historically, core reading programs have been referred to as basal reading programs in that they serve as the "base" for reading instruction. Adoption of a core does not imply that other materials and strategies are not used to provide a rich, comprehensive program of instruction. The core program, however, should serve as the primary reading program for the school and the expectation is that all teachers within and between the primary grades will use the core program as the base of reading instruction.

Excerpts From *Parenting a Struggling Reader*, Hall & Moats, 2001

Ineffective Strategies for Figuring Out an Unknown Word
<ul style="list-style-type: none"> guessing based on the first letter of the word looking at the pictures and guessing the word skipping the unknown word and reading on to use context clues to guess

Key Findings from Research
<ul style="list-style-type: none"> Reading problems affect 17-20% of children in middle class schools, up to 70% in impoverished communities They affect girls as often as boys, and Children are unlikely to just grow out of these problems.

Once Behind, Children Don't Catch Up
<ul style="list-style-type: none"> 74% of children who were poor readers in third grade remained poor readers in ninth grade (Francis 1998) 9 of 10 children deficient in reading in first grade were poor readers in fourth grade (Juel 1988) 8 of 10 children with severe word reading problems at the end of first grade were below average at the beginning of third grade (Torgesen 1997)

Reasons to Intervene Early
<ul style="list-style-type: none"> the longer you wait, the more hours of intervention will be needed in the end waiting increases the chance that the child will never catch up there is a greater risk of loss of self-esteem as the child fails for a longer period the child misses out on the reading content and vocabulary growth that her peers are getting the probability is higher that she will never love reading the longer she struggles in learning to read

Examples of Tasks Included in Early Screening Assessments

Letter name	Student is shown letters and asked to name the letter.
Letter sound	Student is shown letters and asked to name the sound(s) that the letter(s) represent.
Blending onset-rime	Examiner says "f" followed by "ill" and student is asked what word these 2 word parts make when combined.
Print awareness	Student is asked to show examiner where to start reading a book, to frame where a sentence starts and ends, to point to a capital letter, etc.
Rhyming	Examiner says 3 words and asks the child which one doesn't rhyme. <i>House, mouse, hat</i>
Blending phonemes	Examiner says the sounds of the word /m/ /a/ /p/, and student says "map".
Detecting initial sounds	Examiner instructs the student to "Say <i>cup</i> . Now say <i>cup</i> without the /k/." (up)
Detecting final sounds	Examiner instructs the student to "Say <i>beam</i> . Now say <i>beam</i> without the /m/." (bee)
Detecting middle sounds	Examiner instructs the student to "Say <i>sling</i> . Now say <i>sling</i> without the /l/." (sing)
Letter to sound linking	Examiner lays out 3 letters (p,w,d) and asks the student to identify which letter is at the beginning of <i>dog</i> .
Listening comprehension	After examiner reads a passage to the child, several comprehension questions are asked.
Expressive Language	After listening to a passage, the child is asked to retell the main ideas in his or her own words.

Continued...

Early Stages of Children's Growth in Spelling

Stage of Development	Typical Spellings
Pre-alphabetic	Dirrdcecat – "I love my teacher"
Early Phonetic (late kindergarten)	YECIEBWOMNF – "why should I be warm enough?"
Later Phonetic (early to mid grade 1)	ILAKTOETPESAACOILTOGRAKPAP "I like to eat pizza. Also I like to drink pop."
Early Conventional (second half of grade 1)	We did not plat ane seds it was prity and nas to see and lits of bamblbs came to git hany. "We did not plant any seeds; it was pretty and nice to see and lots of bumblebees came to get honey."

How Symptoms of Reading Disability (Dyslexia) Change Over Time

Grade Span	Typical Symptoms
K-2	trouble segmenting and blending speech sounds poor letter-sound memory and recall poor application of phonics while reading inconsistent memory for "sight" words trouble remembering lists such as the months of the year mispronunciation of words inability to spell phonetically
3-4	phonic decoding is a slow and/or inaccurate inconsistent word recognition poor spelling, speech sounds misrepresented over-relies on context and guessing while reading trouble learning new vocabulary words (spoken) confusion about other symbols, such as math operation signs
5-6	poor spelling, poor punctuation reverts to manuscript from cursive organization of writing is poor decodes words laboriously, skips unknown words avoids reading, reads too slowly
7-8	slow reading, loses the meaning persistent problems distinguishing similar words poor spelling and writing, inaccurate spelling of speech sounds poor recall or identification of letter sequences does better with explicit, systematic, structured teaching of language
9+	trouble with foreign language grammar and vocabulary writing and spelling problems persist slow and labored reading, can't sustain effort longer writing assignments very difficult can cope when given extra time, study strategies, and structured language teaching

**Components of Testing to Assess Dyslexia
(Specific Language-Based Reading Disability)**

Category	Includes:
Family and Individual History	<ul style="list-style-type: none"> Other family members who had difficulty learning to speak, read, write, and spell Health or medical impairments to learning

Continued...

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	<ul style="list-style-type: none"> Any delays in developing spoken language in pre-school Parents' concern about speech, language, motor skills, or attention span
Cognitive Ability, or Intellectual Aptitude (IQ) (now considered optional, not necessary for eligibility determination)	<ul style="list-style-type: none"> Either a Wechsler (WISC-III, WAIS-III) or Stanford-Binet IQ test; possibly the Woodcock Johnson Test of Cognitive Abilities Test should measure individual's aptitude for learning in verbal, logical, mathematical, visual-motor, visual-spatial, symbolic, memory, and attentional domains
Specific Language Skills	<ul style="list-style-type: none"> Speech sound and syllable awareness Novel word repetition Rapid naming of letters, numbers, colors, objects Knowledge of word meanings Comprehension and production of sentence structure (syntax) Expressive verbal ability, including organization of ideas, elaboration, and clarity of expression in retelling or answering questions Comprehension of what is heard and read
Single-Word Decoding and Reading Fluency	<ul style="list-style-type: none"> The ability to read single words out of context under timed and untimed conditions Apply phonic word attack to reading nonsense words, timed and untimed Oral passage reading fluency and accuracy
Reading Comprehension	<ul style="list-style-type: none"> Timed readings of longer passages read silently Ability to summarize, answer multiple choice questions, or complete cloze tasks (fill-in-blanks in passage)
Spelling	<ul style="list-style-type: none"> Dictated spelling test (not multiple choice) Developmental spelling inventory Analysis of errors to determine strengths and weaknesses in phonological awareness, orthographic memory, knowledge of letter patterns, and knowledge of morphology
Written Comprehension	<ul style="list-style-type: none"> Composition of a story or essay for students capable of writing more than a few sentences Analysis of word choice, conceptual organization, sentence quality, elaboration of ideas, grammar, and use of punctuation and capitalization Informal tasks such as writing a paraphrase, combining simple sentences into compound and complex sentences, writing an outline and summary of a passage, or writing part of a structured paragraph
Handwriting	<ul style="list-style-type: none"> Ability to form letters, both alone and in words Speed and accuracy in producing the alphabet in sequence Ability to carry out finger sequencing movements, change directions on cue with the pencil, imitate a sequence of hand movements

Assessment of Reading Difficulty, Tests Commonly Used

Area of Functioning	Specific Skill to Test	Commonly Used Test
Reading Words	<i>Letter and Word Recognition</i> <ul style="list-style-type: none"> Real words in lists Nonsense words in lists Knowledge of phonic associations Decoding new words in context <i>Reading Whole Words</i> <ul style="list-style-type: none"> Recognition of high frequency sight words in and out of context 	<ul style="list-style-type: none"> Woodcock Reading Mastery Test Woodcock-Johnson Psychoeducational Battery - 3 Wechsler Individual Achievement Test The Test of Word Reading Efficiency The Decoding Skills Test The Kaufman Test of Educational Achievement
Pre-Reading Skills	<i>Phoneme Awareness</i> <ul style="list-style-type: none"> Rhyming, blending, segmenting, identifying syllables and speech sounds 	<ul style="list-style-type: none"> Lindamood Auditory Conceptualization Test Torgesen-Bryant Test of Phonological Awareness (TOPA) Test of Phonological Skills (Linguistics) Comprehensive Test of Phonological Processing (CTOPP) Slingerland Screening Test

Continued...

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	<i>Alphabet Knowledge</i>	<ul style="list-style-type: none"> • Texas Primary Reading Inventory (TPRI) • Fox in a Box • Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Reading Fluency and Comprehension	<i>Oral Reading</i>	<ul style="list-style-type: none"> • Gray Oral Reading Test - 3 • Informal Reading Inventory
	<i>Silent Reading Comprehension</i>	<ul style="list-style-type: none"> • Woodcock Johnson Passage Reading • Nelson-Denny (for adolescents) • Wechsler Individual Achievement Test • Kaufman Test of Educational Achievement
Spelling	<i>Writing Words to Dictation</i>	<ul style="list-style-type: none"> • Test of Written Spelling - 4 • Wide Range Achievement Test -3 • Qualitative Inventory of Spelling Development • SPELL Diagnostic (software)
	<i>Spelling Words in Writing</i>	<ul style="list-style-type: none"> • Analysis of written compositions
Oral Language Skills	<i>Listening Comprehension</i>	<ul style="list-style-type: none"> • Test of Language Development • Test of Adolescent Language • Clinical Evaluation of Language Fundamentals
	<ul style="list-style-type: none"> • Word knowledge • Understanding sentence structure • Passage or paragraph understanding <i>Expressive Language</i> <ul style="list-style-type: none"> • Naming pictures • Sentence production • Describing and summarizing 	<ul style="list-style-type: none"> • Test of Word Knowledge • Boston Naming Test • Wechsler Individual Achievement Test
Written Composition	<i>Composing a Story or Narrative</i>	<ul style="list-style-type: none"> • Test of Written Language • Wechsler Individual Achievement Tests
	<i>Knowledge of Symbolic Conventions</i>	<ul style="list-style-type: none"> • Test of Written Language • Test of Written Expression • Woodcock - Johnson
Intellectual Ability	<i>Verbal and Nonverbal Reasoning</i>	<ul style="list-style-type: none"> • Wechsler Intelligence Scale for Children - III • Stanford Binet - IV • Woodcock-Johnson Test of Cognitive Abilities
Visual-Motor Skills	<i>Form Copying</i>	<ul style="list-style-type: none"> • Bender Gestalt Test • Visual Motor Integration Test • Key Complex Figure Drawing
	<i>Writing</i>	<ul style="list-style-type: none"> • Slingerland Screening Test

Common Presentation of Specific Reading Disability (Dyslexia) on Testing	
•	Relative difficulty on timed tests of reading, both oral and written, especially on the Gray Oral Reading Test or the Test of Word Reading Efficiency (a few children are accurate but slow; most are both inaccurate and slow)
•	Poor spelling achievement on the Test of Written Spelling, the Wide Range Achievement Test, or the Wechsler Individual Achievement Test in relation to verbal reasoning ability and reading comprehension
•	Relative difficulty on tests of nonsense word reading and sound-symbol associations, such as the Word Attack subtests of the Woodcock-Johnson, Woodcock Reading Mastery, or Decoding Skills Tests
•	Low scores on tests of phonological skills such as the Comprehensive Test of Phonological Processing, the Lindamood Auditory Conceptualization Test, or the Rorer Test of Auditory Analysis Skills
•	Relatively low score on Digit Span of the WISC-III or memory for lists of unrelated numbers and words (short term phonological memory tests)
•	Oral vocabulary or verbal reasoning test scores that are higher than specific word reading or spelling ability

Continued...

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- Inability to spell the sounds in words using a phonetic strategy (FOIES for "fish") or inability to remember the spellings of irregular but common words such as *of*, *to*, *said*, and *does*
- Difficulty forming letters in manuscript or cursive; messy looking handwriting, disorganized written work, and problems with the "mechanical" or symbolic aspects of writing, which are language skills
- Listening comprehension exceeds reading comprehension
- Non-language skills may be better developed, including the ability to complete the Performance or spatial subtests on the WISC-III (Block Design, Object Assembly, Picture Completion)

Finding a Qualified Therapist

To find a qualified language therapist (many prefer this term to "tutor" or evaluator, call your local branch of the International Dyslexia Association, Academic Language Therapy Association, or Association of Educational Therapists and ask for a list. For the phone number of your nearest IDA branch, call: 1-800-ABC-D123 (1-800-222-3123), or visit the website www.interdys.org

Products For Teaching Systematic Phonics at Home

Educator's Publishing Service www.eps.com	A publishing company that distributes several intensive phonics systems, including <i>Recipe for Reading</i> .
Hooked on Phonics	A complete kit for teaching your child to read using a systematic phonics approach. Kit includes audiotapes and cards for teaching the letter-sound correspondences, a workbook with activities, and books for practicing. Currently sells for around \$300.
K12.com	This is a new, high quality internet-delivered curriculum that includes phonics and literature programs.
Read, Write, and Type	A software program distributed by the Learning Company for under \$200. This program offers the student practice and reinforcement on letter-sounds, as well as instruction in typing.
Saxon Phonics www.saxonpub.com 1-800-284-7019	Saxon Publishers has a catalog for home use called Home Study Catalog. Systematic phonics (and math) programs.
Scholastic Interactive Phonics Readers www.scholastic.com	Well-designed computer-based instruction on CD Rom. With supplementary decodable books (Phonics Readers).
Sondays System www.sondaysystem.com	A complete kit which includes a videotape, letter cards, and an instruction guide. Currently sells for around \$300.

Principles of Instruction

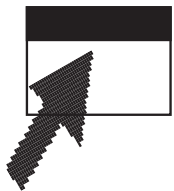
Structured
Cumulative
Systematic
Sequential
Language-focused
Multisensory
Intensive

Sampling of Major Intervention Programs with Established Efficacy

The Wilson Language Program, also Wilson Foundations (Wilson Language, Inc.)
LANGUAGE! (Sopris West)
Orton-Gillingham (OGA Academy, Amenia, New York)
Project Read (Language Circle Enterprises, Bloomington, MN)
The Sonday System (Winsor Learning, St. Paul, MN)
Alphabetic Phonics and derivatives (The Neuhaus Center, Houston, TX)
Lindamood-Bell (San Luis Obispo, CA)

Sampling of Supplementary Programs

Road to the Code (Blachman et al., Paul Brookes Publishing)
Ladders to Literacy (Paul Brookes Publishing)
Watch Word (Sopris West)
Colleague in the Classroom (SoprisWest)
Phono-Graphix (McGuinness and McGuinness)



To learn about the lesson plans and
diagnostic in-class ongoing assessments
go to www.winsorlearning.com

Client Profiles





Client Profile

*Early Reading Intervention and Special Education Referral Prevention
and Reduction*

*Caldwell County School District
Lenoir, North Carolina*

Client Profile

Early Reading Intervention and Special Education Referral Prevention and Reduction with a Title I Population

Client: Caldwell County School District, North Carolina

Demographics:

25 Elementary schools Grades K-6

258 students represented

Instructional Setting:

Grades 1-5

30-40 minutes per session

3-5 sessions per week

Whole class and small group (3-5 students)

Time Frame:

2nd year of implementation (2003-2005)

Products and Services Purchased from Winsor Learning:

165 Teachers trained over 2 years

Each Year:

2-day Installation training

3 days of On-Site Coaching per year

Approximately 55 Sonday System 1 Tool Kits purchased per/year

Progress Monitoring:

After every three Levels in Sonday System

Assessment:

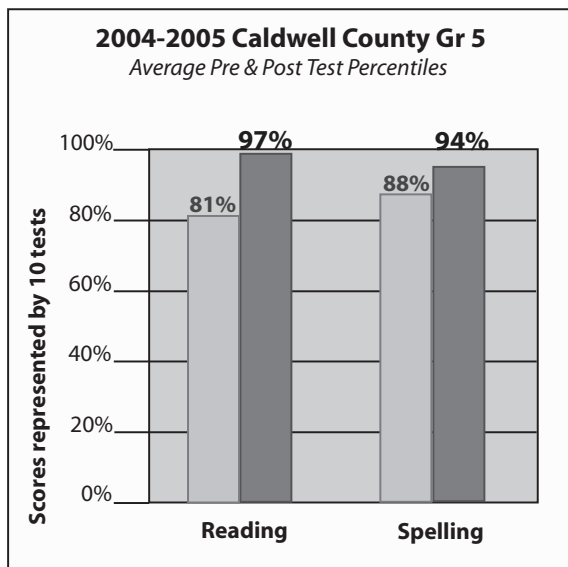
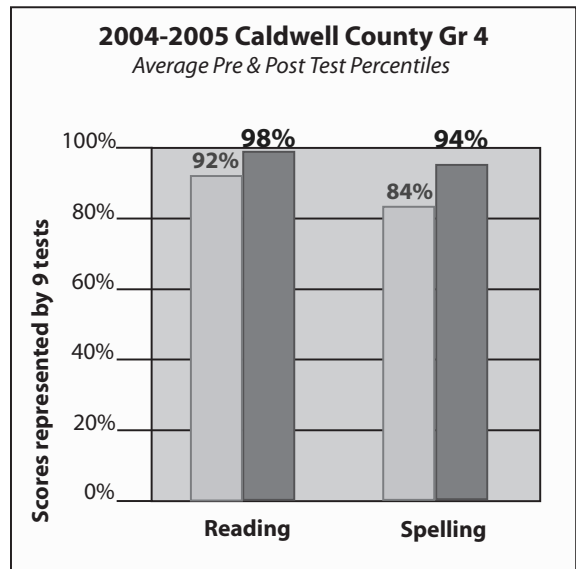
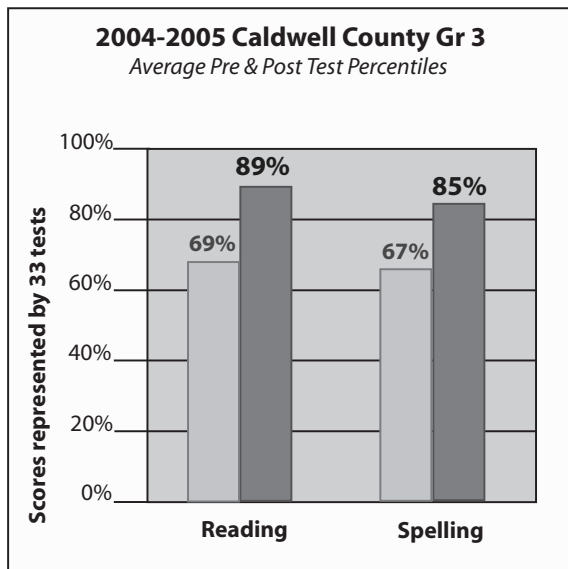
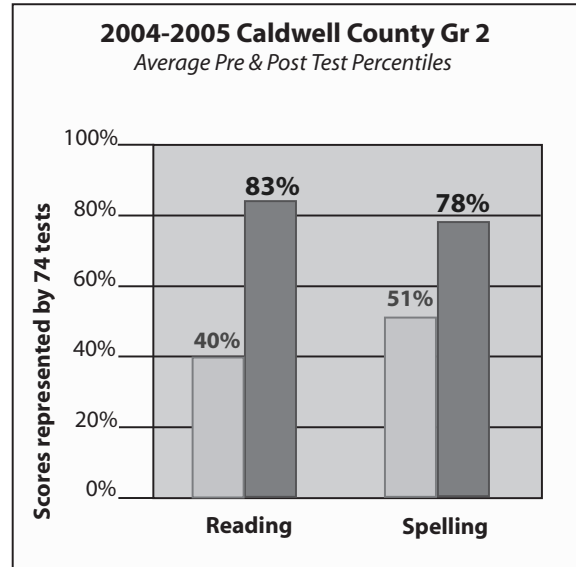
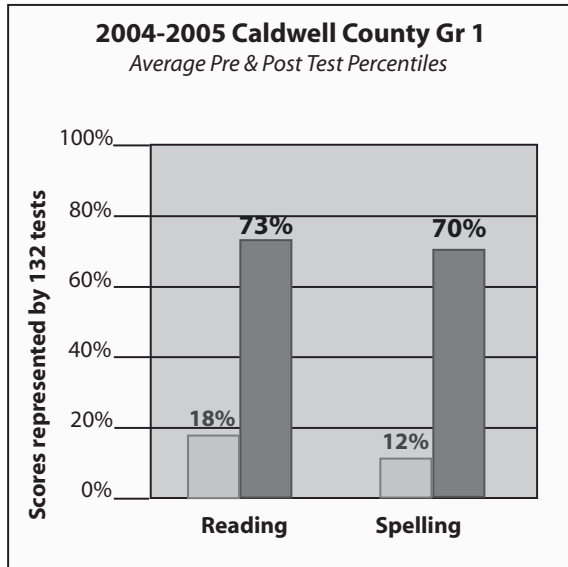
Criterion Referenced Spelling Test

IOTA Reading Test

State standardized assessments (EOG)

- End of Grade

DATA:



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Client Profile

Reading Intervention and Special Education Reduction

*Spring Lake Park School District
Spring Lake Park, Minnesota*

Client Profile

Reading Intervention and Special Education Reduction

Client: Spring Lake Park School District

Demographics:

- 4 Elementary schools Grades K-5
- 1 Middle School Grades 6-8
- 1 High School Grades 9-12
- 119 students represented

Instructional Setting:

- Special Education Breakout groups
- 30-40 minutes per session
- 3-5 sessions per week
- Small group Instruction (3-5 students)

Time Frame:

- One Academic Year of Implementation (2003-04)

Products and Services Purchased from Winsor Learning:

- 20 Teachers trained
- Products & Services:
 - 2-day Installation training
 - 3 days of On-Site Coaching per year
 - 20 Sondag System 1 Tool Kits purchased

Progress Monitoring:

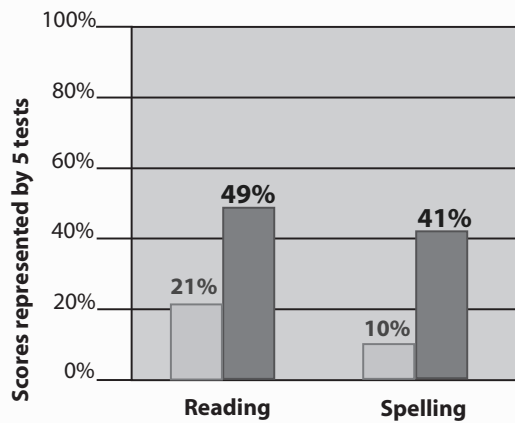
- After every three Levels in Sondag System

Assessment:

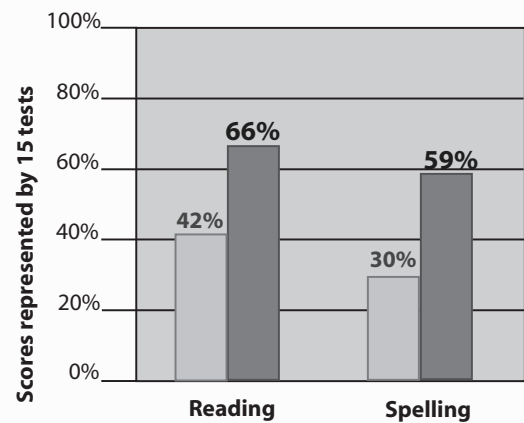
- Criterion Referenced Spelling Test
- IOTA Reading Test

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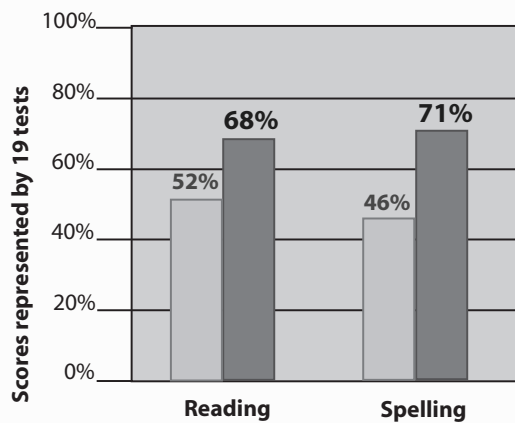
2003-2004 Spring Lake Park Gr 1
Average Pre & Post Test Percentiles



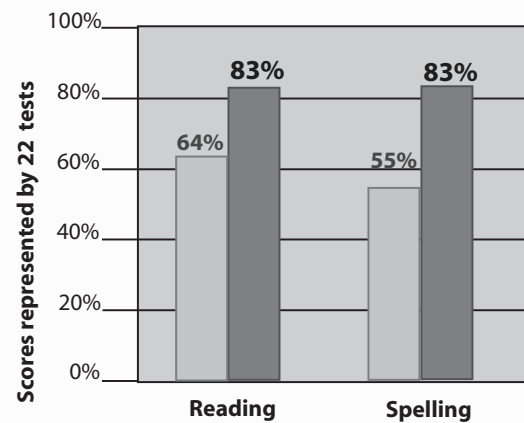
2003-2004 Spring Lake Park Gr 2
Average Pre & Post Test Percentiles



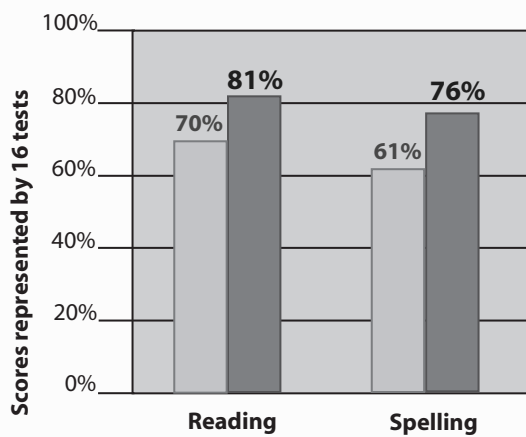
2003-2004 Spring Lake Park Gr 3
Average Pre & Post Test Percentiles



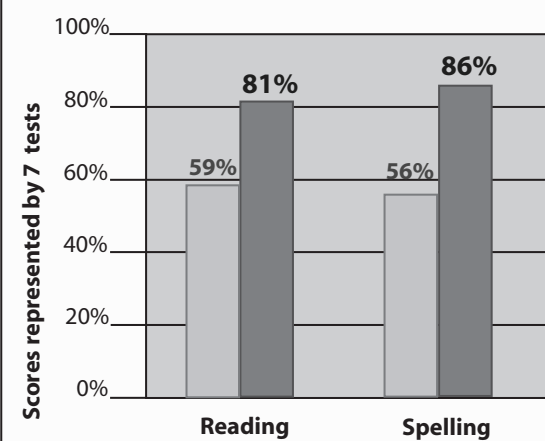
2003-2004 Spring Lake Park Gr 4
Average Pre & Post Test Percentiles

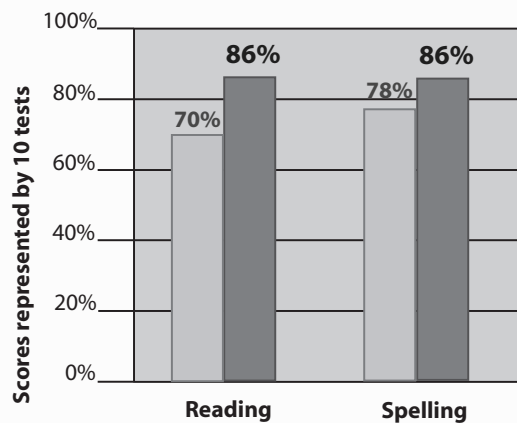
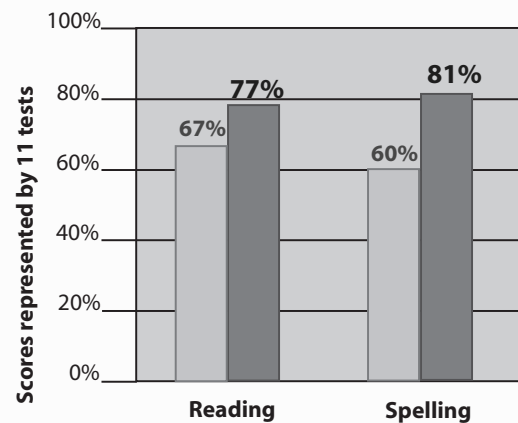
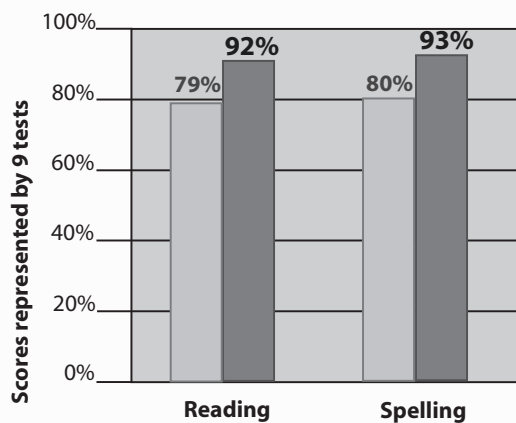
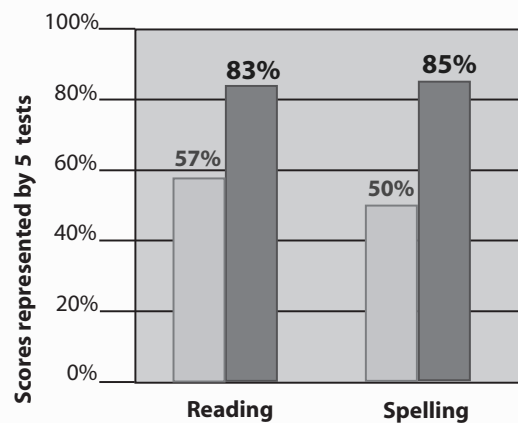
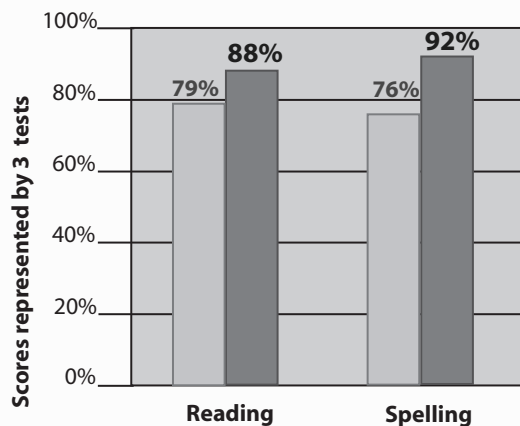


2003-2004 Spring Lake Park Gr 5
Average Pre & Post Test Percentiles



2003-2004 Spring Lake Park Gr 6
Average Pre & Post Test Percentiles



DATA:**2003-2004 Spring Lake Park Gr 7***Average Pre & Post Test Percentiles***2003-2004 Spring Lake Park Gr 8***Average Pre & Post Test Percentiles***2003-2004 Spring Lake Park Gr 9***Average Pre & Post Test Percentiles***2003-2004 Spring Lake Park Gr 10***Average Pre & Post Test Percentiles***2003-2004 Spring Lake Park Gr 11***Average Pre & Post Test Percentiles*

Client Profile

Reading Intervention and Special Education Referral Prevention

*South Allegheny School District
South Allegheny, PA*

Client Profile

Reading Intervention and Special Education Referral Prevention

Client: South Allegheny School District

Demographics:

5 Elementary schools Grades K-6

150 students represented

Instructional Setting:

Grades 1-5

30-40 minutes per session

3-5 sessions per week

Whole class and small group (3-5 students)

Time Frame:

2002 & 2003

2nd year of implementation

Products and Services Purchased from Winsor Learning:

33 Teachers trained over 2 years

Each Year:

2-day Installation training

2 days of On-Site Coaching per year

Progress Monitoring:

After every three Levels in Sonday System

Assessment:

Criterion Referenced Spelling Test

IOTA Reading Test

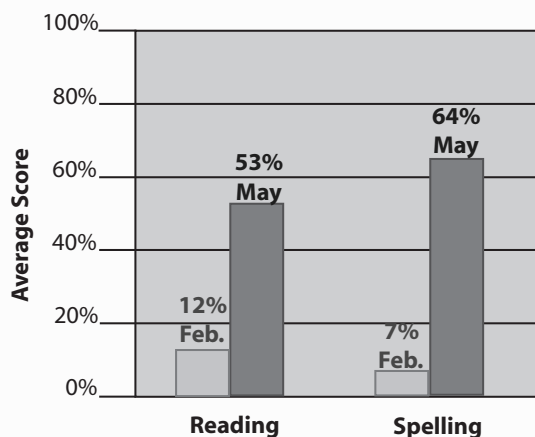
Results:

- The Special Education Department saw a 50% Reduction in Primary Grade Referrals for Reading Problems.
- The 2nd and 3rd Grade L.D. Students demonstrated Reading Fluency rates equivalent to the average 3rd Grade General Ed. Students.
- These results were realized during a four month period from February to May 2003.

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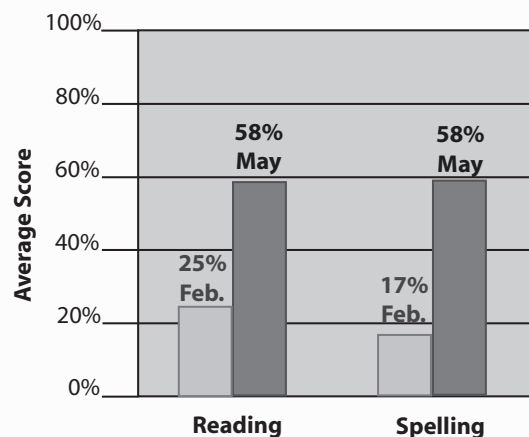
2003 South Allegheny Kindergarten

Average Pre & Post Test Percentiles



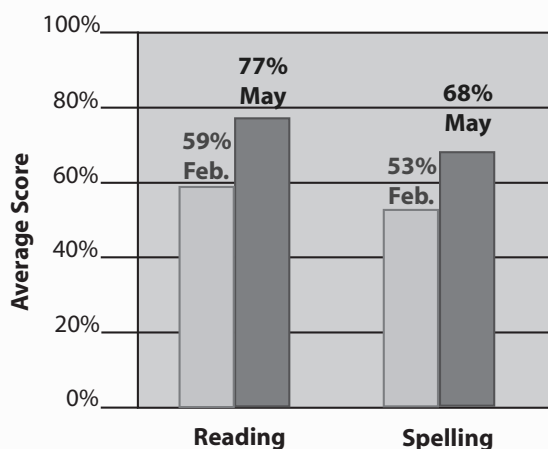
2003 South Allegheny Gr 1

Average Pre & Post Test Percentiles



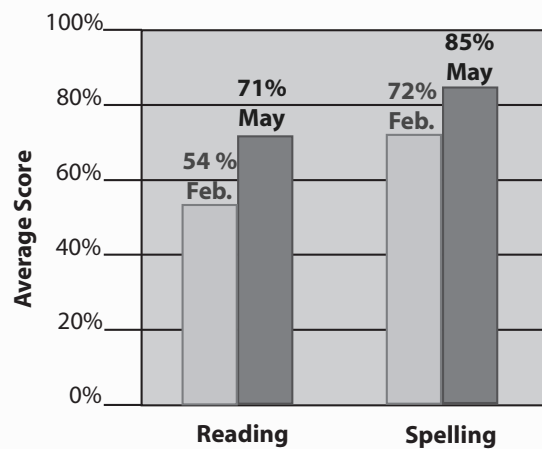
2003 South Allegheny Gr 2

Average Pre & Post Test Percentiles



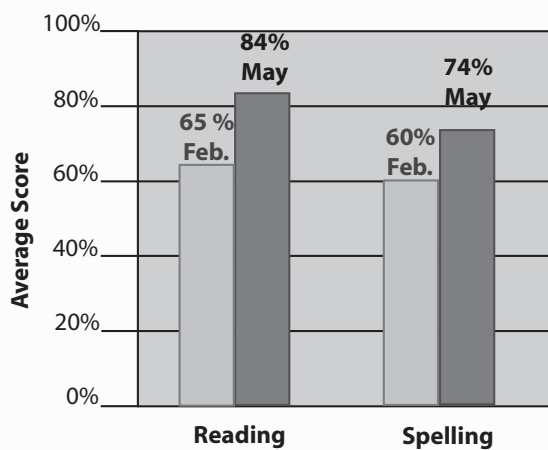
2003 South Allegheny Gr 3

Average Pre & Post Test Percentiles



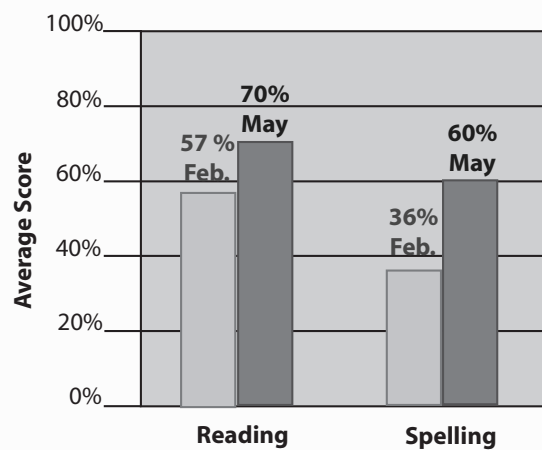
2003 South Allegheny Gr 6

Average Pre & Post Test Percentiles



2003 South Allegheny Gr 8

Average Pre & Post Test Percentiles

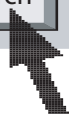


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Client Profile

Reading Intervention with English Language Learner (ELL) Population

*St. Lawrence Catholic School
Los Angeles, California*

Client Profile

Reading Intervention with English Language Learner (ELL) population

Client: St. Lawrence Catholic School - Los Angeles, California

Demographics:

1 Elementary school Grades K-5

85 students represented

Instructional Setting:

After School Program for Special Ed Students

30-40 minutes per session

2-3 sessions per week

One-on-One Tutoring (By Local High School Tutors)

Time Frame:

2 Academic Years of Implementation 2002-2004

Products and Services Purchased from Winsor Learning:

40 Tutors trained

Products & Services:

2-day Installation training

3 days of On-Site Coaching per year

40 Sonday System 1 Tool Kits purchased

Progress Monitoring:

After every three Levels in Sonday System

Assessment:

Criterion Referenced Spelling Test

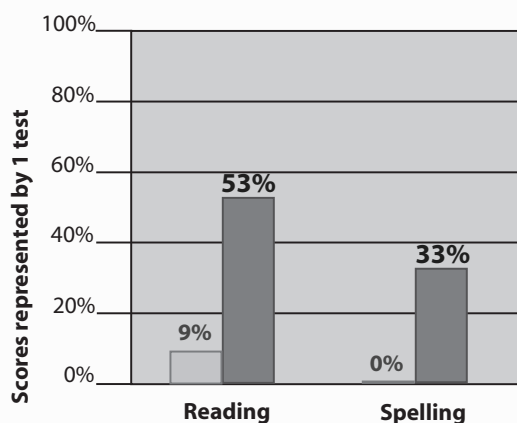
IOTA Reading Test

STAR Early Literacy Test

DATA:

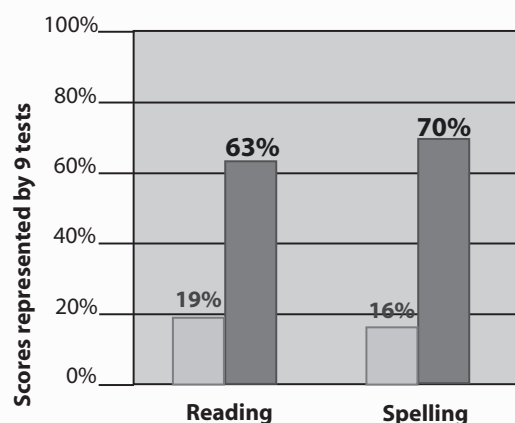
2003-2004 St. Lawrence Kindergarten

Average Pre & Post Test Percentiles



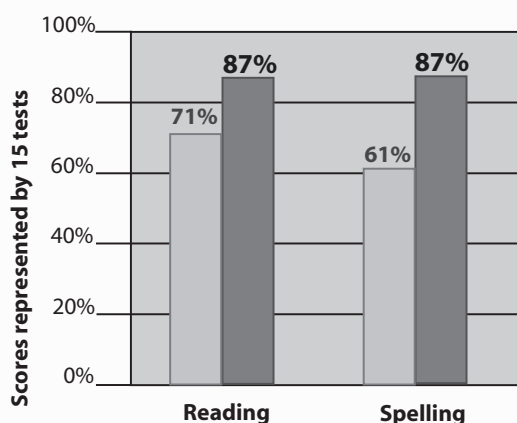
2003-2004 St. Lawrence Gr 1

Average Pre & Post Test Percentiles



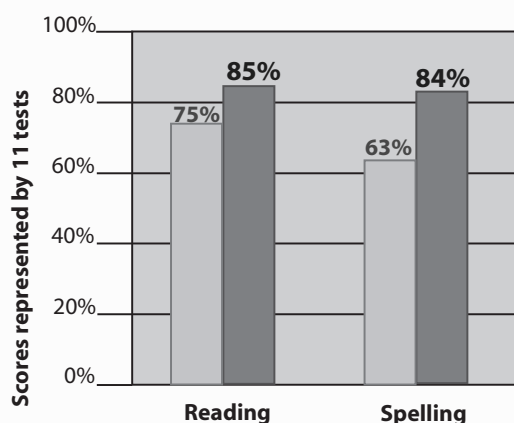
2003-2004 St. Lawrence Gr 2

Average Pre & Post Test Percentiles



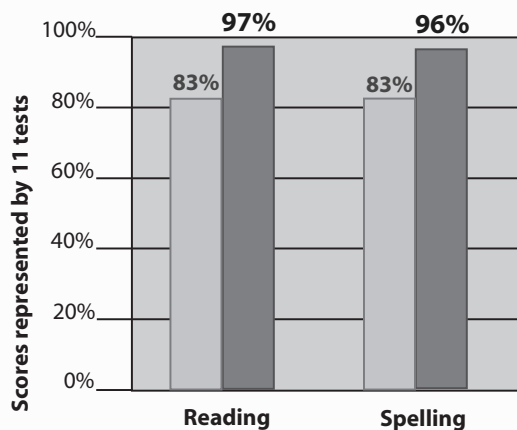
2003-2004 St. Lawrence Gr 3

Average Pre & Post Test Percentiles



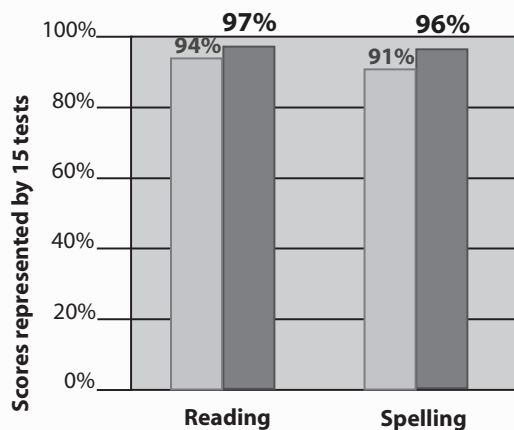
2003-2004 St. Lawrence Gr 4

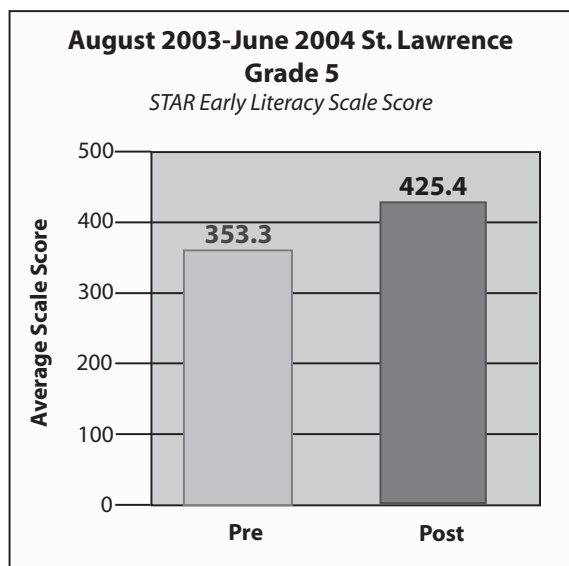
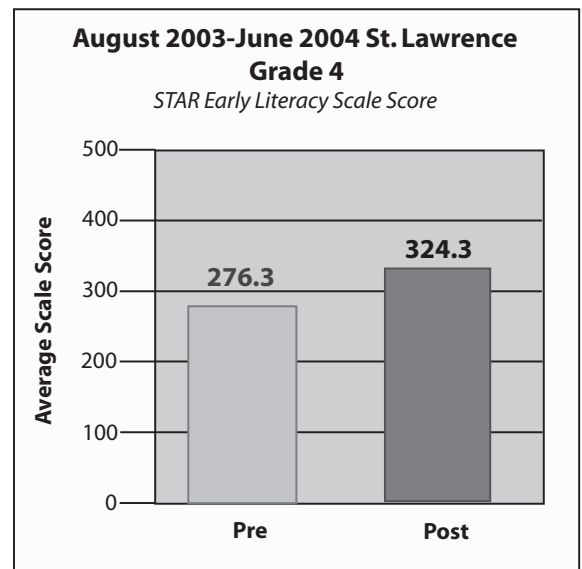
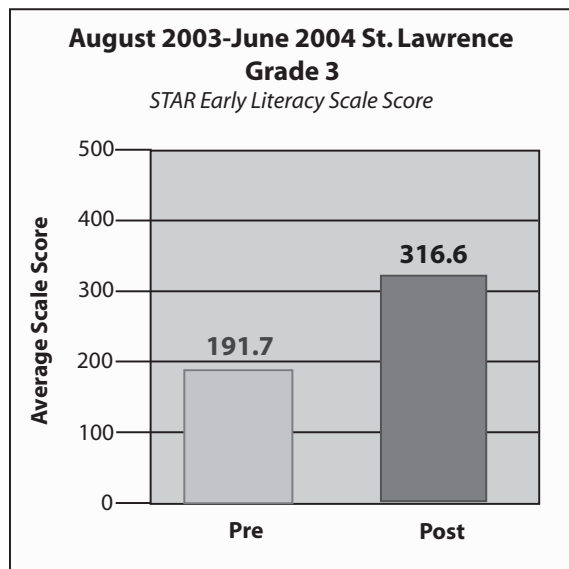
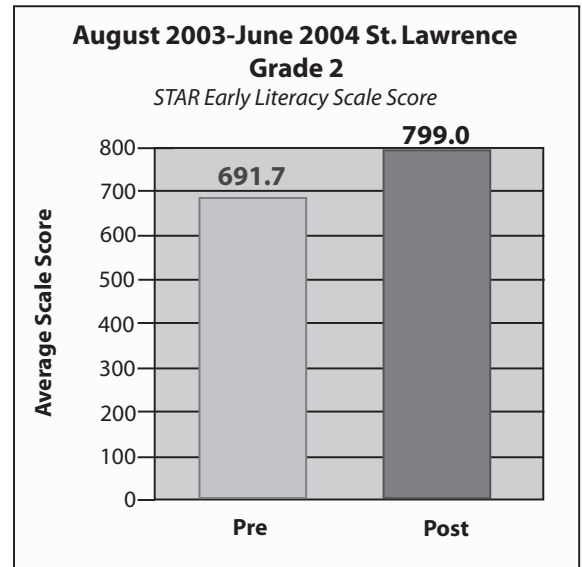
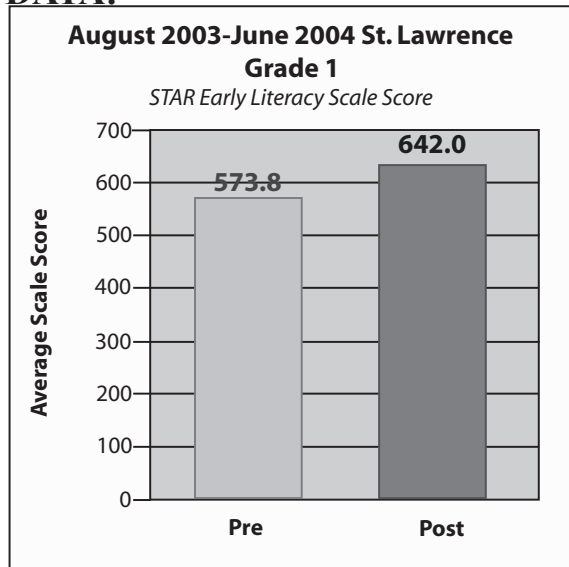
Average Pre & Post Test Percentiles



2003-2004 St. Lawrence Gr 5

Average Pre & Post Test Percentiles



DATA:

Client Profile

*Reading Intervention in Special Education Population
Progress Monitoring with DIBELS*

*Jefferson Elementary
Allentown School District
Allentown, Pennsylvania*

Client Profile

Reading Intervention with Special Education Population Progress monitoring with DIBELS

Client: Jefferson Elementary School, Allentown School District, Allentown, PA

Demographics:

- 1 Elementary school Grades K-5
- 2003- Grades 1-5
- 2004- Grades 1-4

Instructional Setting:

- Special Education Breakout Groups Taught by Teachers and Paraprofessionals
- 30-40 minutes per session
- 3-5 sessions per week
- Small Group Instruction (4-6 Students)

Time Frame:

- 2 Academic Years of Implementation

Products and Services Purchased from Winsor Learning:

- 10 Teachers and Paras trained
- Products & Services:
 - 2-day Installation training
 - 2 days of On-Site Coaching per year
 - 10 Sonday System 1 Tool Kits purchased

Progress Monitoring:

- Monthly Assessment with Sonday System students and control group
- After every three Levels in Sonday System

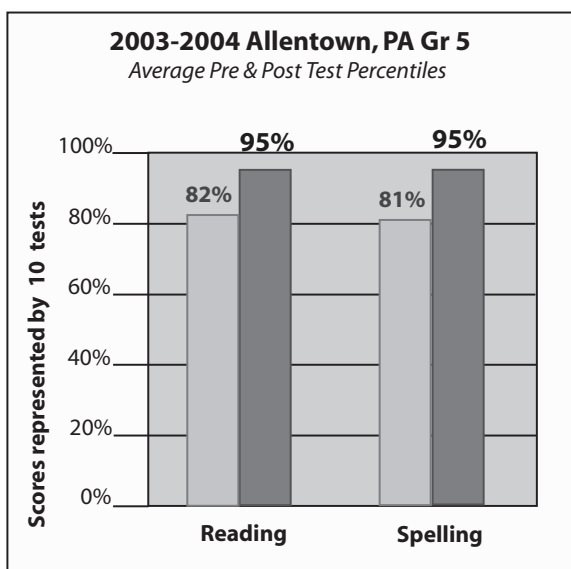
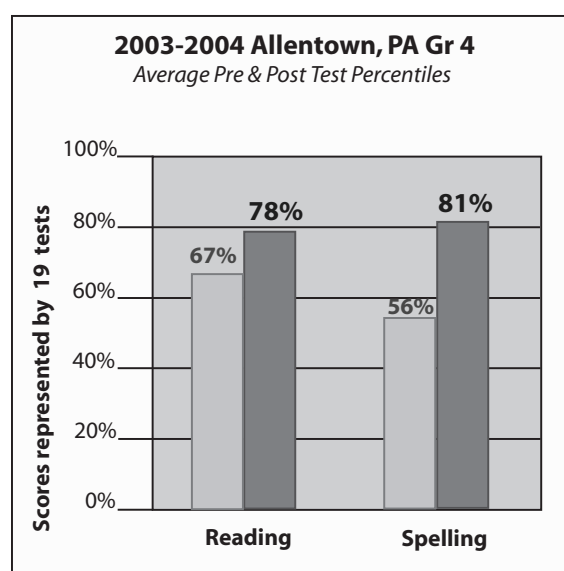
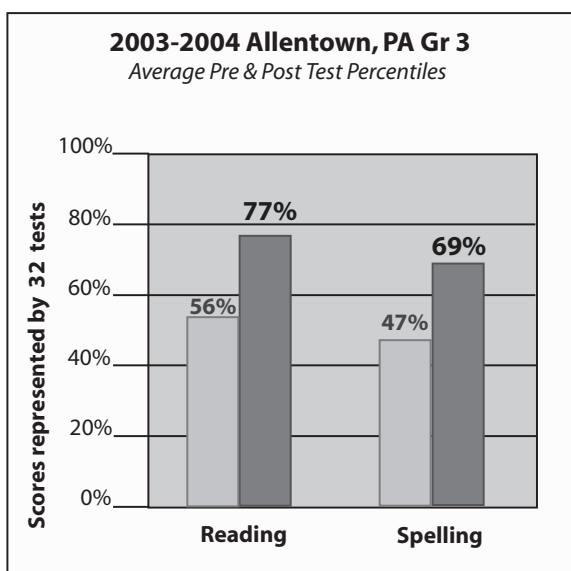
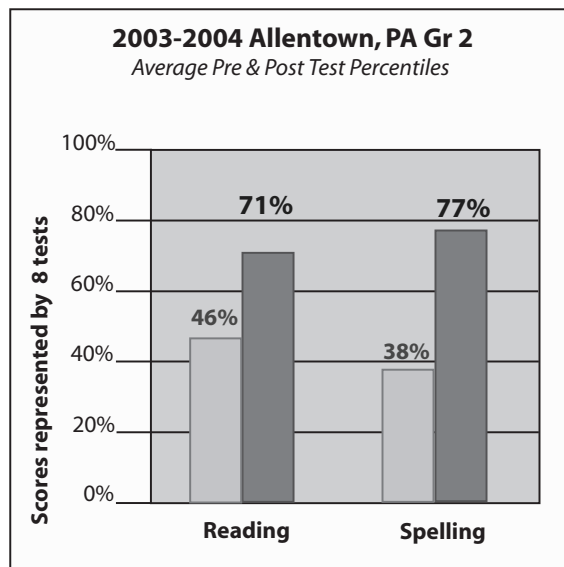
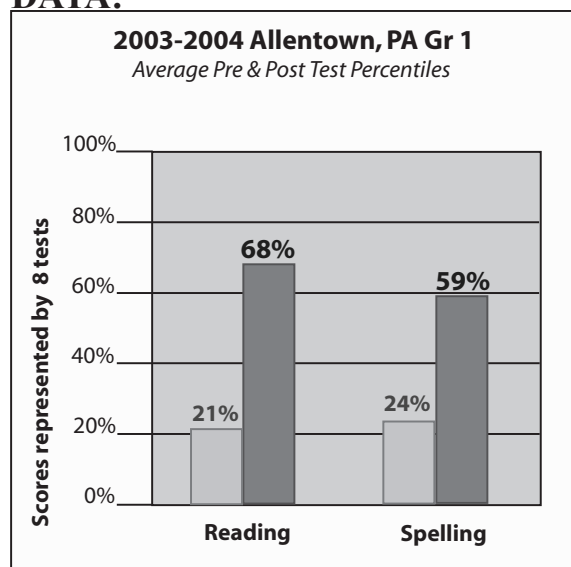
Assessment:

- DIBELS
- Criterion Referenced Spelling Test
- IOTA Reading Test

Narrative:

A pilot program was started in the 2003-04 school year in which Special Ed students showed gains in Reading and Spelling using Sonday System assessments. In the winter of 2004 this school district implemented the DIBELS assessment to identify and monitor struggling students. Three out of four grades saw greater gains using the Sonday System. By the end of the year, this school chose to adopt the Sonday System as an intervention in Grades 1-5. Using the Sonday System with younger students has prevented difficulties in later grades.

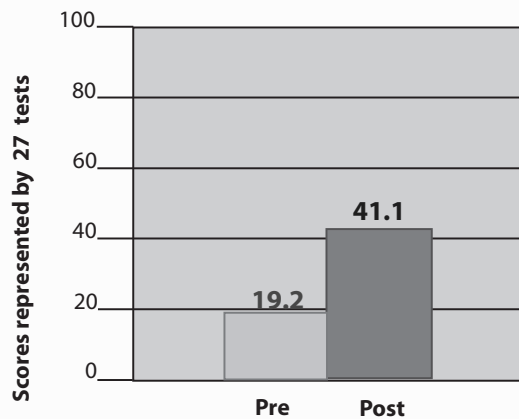
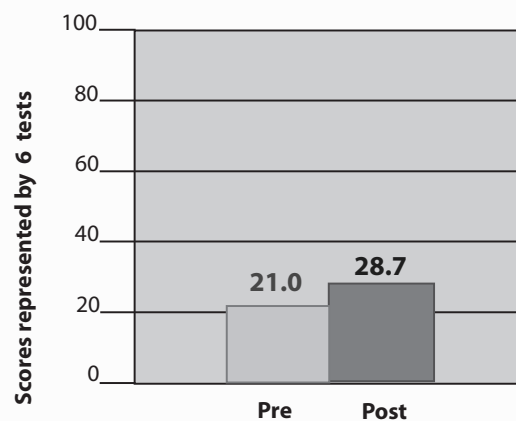
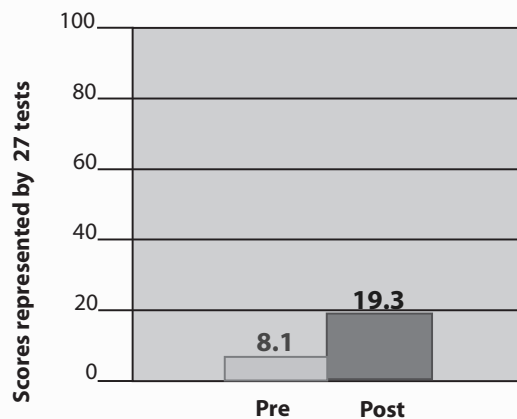
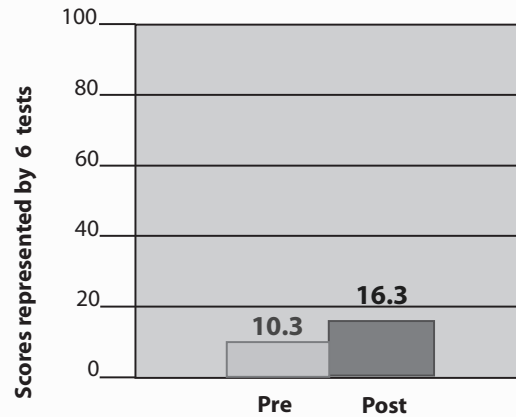
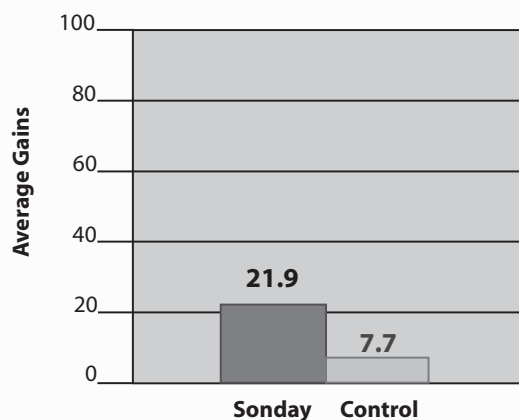
DATA:



Notes:

The graphs on this page represent combined students, from three different schools in the Allentown School District using the Sonday System. Jefferson Elementary School was one of the schools which participated in the pilot program and is included in the presented data.

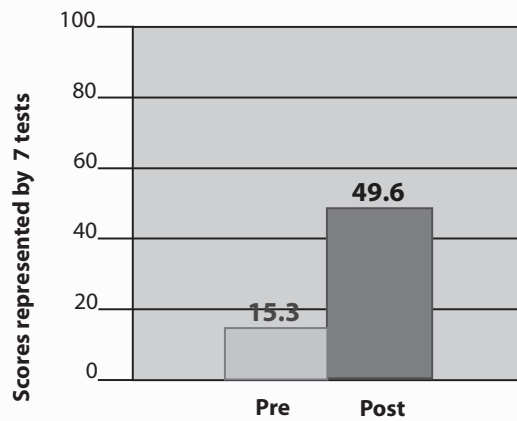
The graphs on the following four pages are an example of the data comparing the results from DIBELS assessment to the gains experienced by the Sonday System users. The school chosen from the Allentown District data to illustrate this comparison is: Jefferson Elementary School.

DATA:**Jan-May 2004 Jefferson Elementary
Sonday System, Grade 1***Nonsense Word Fluency Pre & Post Tests-DIBELS***Jan-May 2004 Jefferson Elementary
Control, Grade 1***Nonsense Word Fluency Pre & Post Tests-DIBELS***Jan-May 2004 Jefferson Elementary
Sonday System, Grade 1***Oral Reading Fluency Pre & Post Tests-DIBELS***Jan-May 2004 Jefferson Elementary
Control, Grade 1***Oral Reading Fluency Pre & Post Tests-DIBELS***Jan-May 2004 Jefferson Elementary
Sonday vs Control, Grade 1***Nonsense Word Fluency Gains-DIBELS*

DATA:

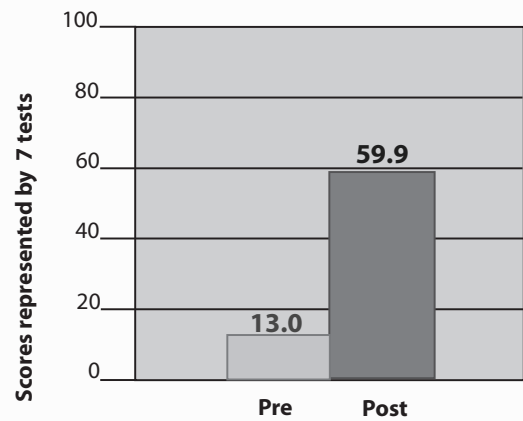
Jan-May 2004 Jefferson Elementary Sonday System, Grade 2

Oral Reading Fluency Pre & Post Tests-DIBELS



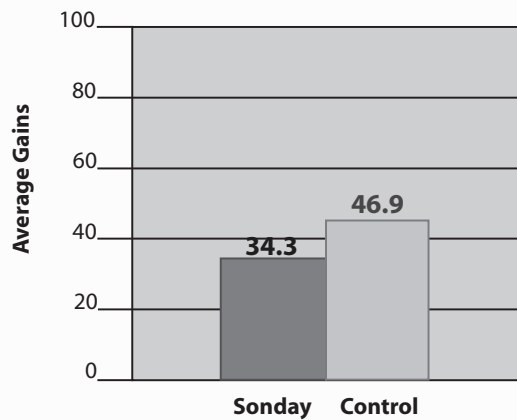
Jan-May 2004 Jefferson Elementary Control, Grade 2

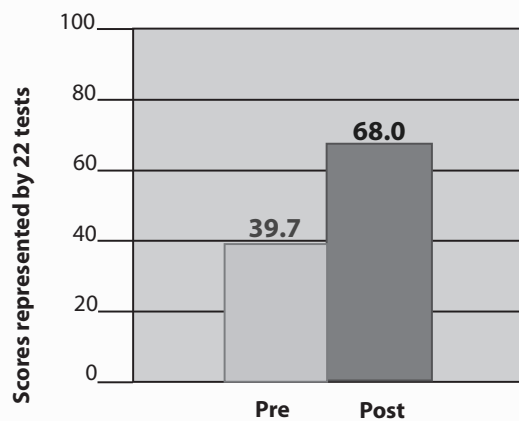
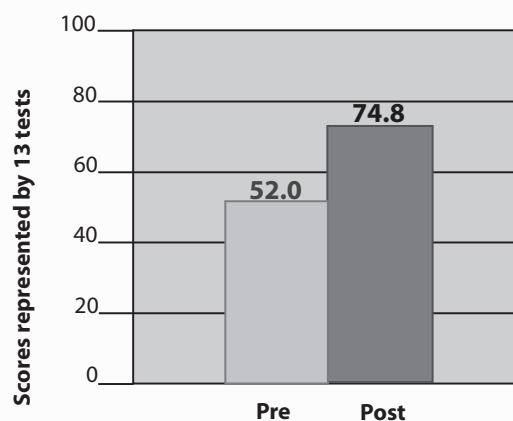
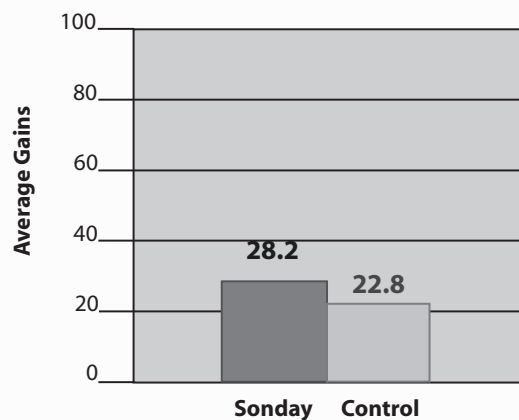
Oral Reading Fluency Pre & Post Tests-DIBELS



Jan-May 2004 Jefferson Elementary Sonday vs Control, Grade 2

Oral Reading Fluency Gains-DIBELS

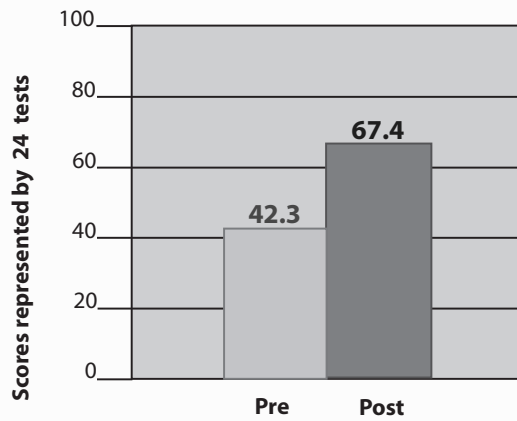


DATA:**Jan-May 2004 Jefferson Elementary
Sonday System, Grade 3***Oral Reading Fluency Pre & Post Tests-DIBELS***Jan-May 2004 Jefferson Elementary
Control, Grade 3***Oral Reading Fluency Pre & Post Tests-DIBELS***Jan-May 2004 Jefferson Elementary
Sonday vs Control, Grade 3***Oral Reading Fluency Gains-DIBELS*

DATA:

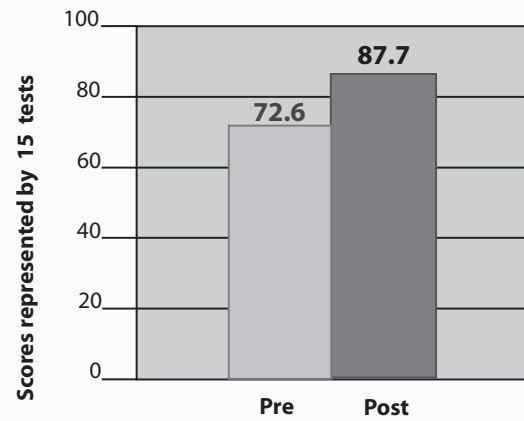
Jan-May 2004 Jefferson Elementary Sonday System, Grade 4

Oral Reading Fluency Pre & Post Tests-DIBELS



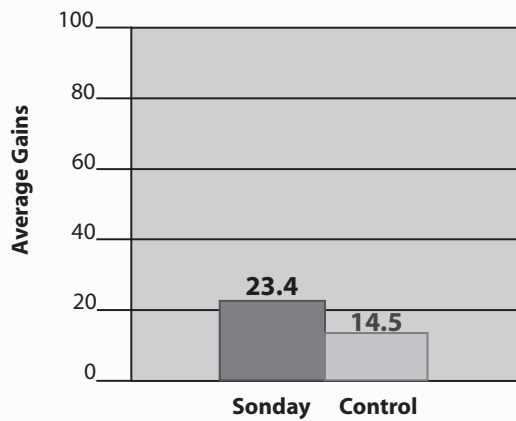
Jan-May 2004 Jefferson Elementary Control, Grade 4

Oral Reading Fluency Pre & Post Tests-DIBELS



Jan-May 2004 Jefferson Elementary Sonday vs Control, Grade 4

Oral Reading Fluency Gains-DIBELS



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Let's Play Learn is a reading and school readiness program for early childhood. Through research and best practices, we know that children need coherent, intentional instruction in the preschool years. Let's Play Learn is a multisensory program that guides the instruction for pre-reading and early reading skills. It is a core prevention program for preschool through kindergarten, and an intervention program for those students in lower elementary grades and English Language Learners.

the Sondag System¹

Beginning and Intervention

The Sondag System 1 guides instruction for beginning reading, reading intervention and English Language Learners. All Essential Components of reading are woven into each lesson. Spelling and reading are taught together through structured, systematic, sequential, explicit and multisensory learning plans. The Sondag System 1 is set apart by its straightforward design and teacher/student friendliness.



The Sondag System 1 incorporates the Essential Components of Reading and Scientifically Based Reading Research (SBRR) into each lesson.

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Intermediate and Intervention

The Sondag System 2 guides instruction for intermediate reading, reading intervention and English Language Learners. Sondag System 2 is a continuation of the Sondag System 1 that includes advanced language instruction in syllables, prefixes, suffixes (with governing rules), roots, contractions and non-phonetic words. Fluency, vocabulary and comprehension are integrated into the multisensory detailed learning plans.



The Sondag System 2 incorporates the Essential Components of Reading and Scientifically Based Reading Research (SBRR) into each lesson.

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Essential Reading Components	Research to Practice	<div>  <i>Let's Play</i> <i>Learn[®]</i> </div> Early Childhood & Intervention	
Phonological/Phonemic Awareness	Segmenting onset sounds. Combining/segmenting compound words. Combining/segmenting short words. Deletion/substitution. Segmenting words into sounds or syllables. Rhyming. Developing Listening Skills.	Levels 2-8 Levels 5-8 Levels 7-8 Levels 7-8 Levels 6-8 * Levels 3-8 All Levels	
Systematic Explicit Phonics Spelling Multisensory Practice	Sound-symbol relationships. Rules, place value & frequency. Spelling dictated sounds, words & sentences. Tracing; finger segmentation of sounds; position of lips & tongue; writing sounds, words & sentences.	Levels 7-8 Level 8 * Levels 6-8	
Controlled Reading	Word flashcards, word lists & sentences. Over learning & repeated practice of sounds, words &/or sentences.	Level 8	
Fluency	Rapid naming; automaticity drills of sounds, words & text; phrasing, chunking; controlled, monitored, choral, & repeated reading.	Levels 4-8 (Rapid Naming: Shapes, Colors, Numbers, Letters)	
Vocabulary	Expansion for listening, speaking, reading & writing through multi-modality instruction. Indirect instruction: listening, speaking, independent reading. Direct instruction: study of antonyms, synonyms, analogies, affixes, roots & traditional vocabulary instruction & visualizing.	All Levels/ Professional Development All Levels (Listening & Speaking)/ Professional Development All Levels (Vocabulary instruction; visualizing)/ Professional Development	
Comprehension	Critical thinking strategies for understanding, remembering & communicating material. Active listening, revisualization, prior knowledge, mnemonics, generating questions/answers, story structure, summarizing & critical thinking strategies.	All Levels (Listening & Picture)/ Professional Development All Levels (Listening & Picture)/ Professional Development	
Assessment	Pre-test/Post-test. Progress testing/monitoring. In-classroom benchmarks.	Every Level Every Level	
Professional Development-Preservice & Follow-up Coaching	Research into practice using the Sonday System; delivering a lesson plan; use of the teaching tools; testing; strategies & techniques to assure student success.	Trained Orton-Gillingham Professional Educators	



Beginning & Intervention

PreRdg 2 & All Rdg Levels
 PreRdg 4 & All Rdg Levels
 PreRdg 4 & All Rdg Levels
 PreRdg 4 & All Rdg Levels
 PreRdg 4 & All Rdg Levels
 PreRdg 2 & All Rdg Levels*

All PreRdg & All Rdg Levels

PreRdg 5 & All Rdg Levels
 All Rdg Levels

PreRdg 5* & All Rdg Levels*

PreRdg 3-5 & All Rdg Levels

All Rdg Levels*

All Rdg Levels*

PreRdg 5 & All Rdg Levels*

All PreRdg & Rdg Levels* /
 Professional Development

All PreRdg Levels (Listening &
 Speaking) & All Rdg Levels* /
 Professional Development

All Rdg Levels (anonyms, synonyms,
 analogies, vocabulary & visualizing)* /
 Professional Development

All Rdg Levels* /
 Professional Development

All Rdg Levels* /
 Professional Development

Entry/Exit Tests

Every 3rd Level

Every 3rd Level

Trained Orton-Gillingham
 Professional Educators



Intermediate & Intervention

All Levels

All Levels

All Levels

All Levels

All Levels

All Levels

All Levels* (Syllables- Levels 5-34
 Affixes/Roots- Levels 7-34)

All Levels*

All Levels

All Levels

All Levels

All Levels

All Levels/
 Professional Development

All Levels/
 Professional Development

All Levels/
 Professional Development

All Levels* /
 Professional Development

All Levels* /
 Professional Development

Entry/Exit Tests

Every 3rd Level

Every 3rd Level

Trained Orton-Gillingham
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Rdg = Reading

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