

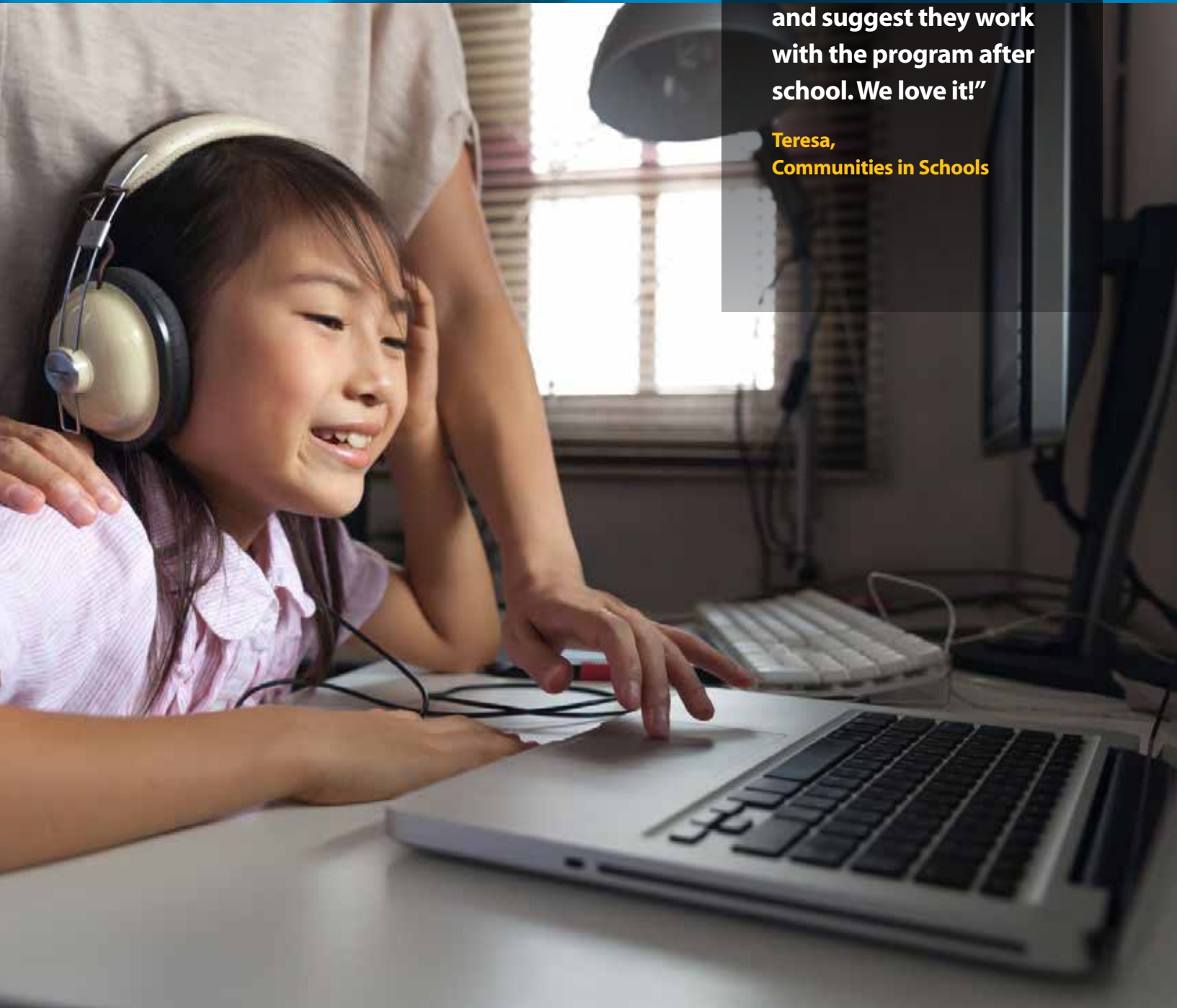


SoundReading Solutions

Reading Therapy for Students of All Ages

"Our teachers advocate for Sound Reading. They actually call parents and suggest they work with the program after school. We love it!"

**Teresa,
Communities in Schools**



Products

Sound Reading students jumped in the rankings with an average increase of **30** percentile points compared to their grade-level peers.

Sound Reading offers 5 level appropriate solutions designed to systematically teach the fundamentals of reading. The easy-to-follow activities are delivered online, allowing students to work during class, in after-school programs, or at home. Our user-friendly interface ensures students will be successfully using the program in no time. You will begin to be able to see measurable results in 4-6 weeks.

Administration

Teachers and administrators have quick and easy access to class lists and student progress reports at any time during the program. The student information is delivered in a concise and meaningful way, giving an accurate picture of the student's progress.



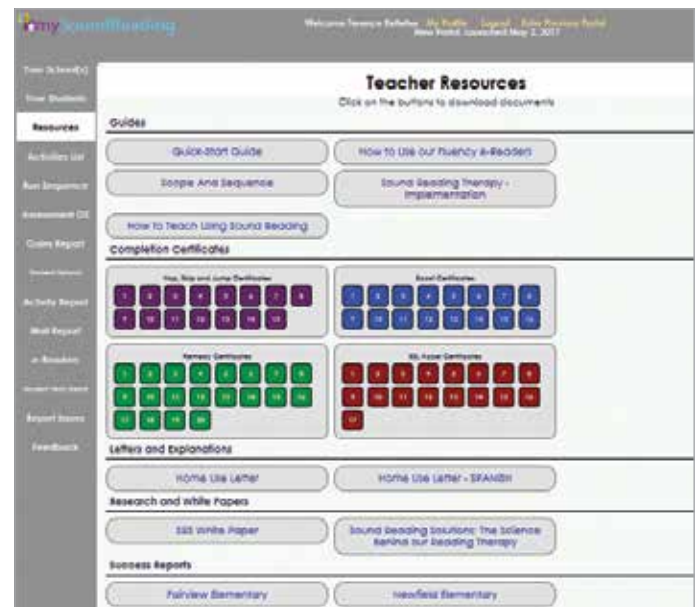
Assessments

The student's progress is measured using 3 tracking methods. The first is our automatically administered Sound Reading Responsiveness Embedded Assessments that occurs at the beginning of the program and every 4 levels thereafter. The second progress monitoring tool is

the Progress Report that tracks students during their online experience. The third monitoring device is the teacher instructed Words per Minute Reading Performance test.

Activity – Usage Report

The Usage Report provides crucial information for both teachers and administrators.



Sound Reading Student Report - October 3, 2017

XIMENA SOFIA SAENZ MUELA
Y15 ATIL 2017-2018, Grade 4 - Azul
Grade: 4

Remedy Program (4 of 21 levels completed)

Progress

Activities are sorted into categories. The 3 numbers show how many activities have been completed without error, completed with difficulty and how many times an activity was exited without completing. Note that the total number may be greater than the total activities on the level since the exited activities are refiled later. If no numbers are displayed, then no activities in this category have been attempted.

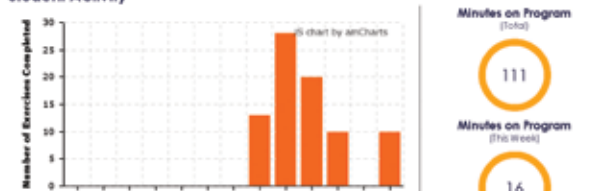
4 Activities Completed without Error
1 Activities Completed with Difficulty
1 Activity Exited without Completion

Yellow and Green add up to the total completed activities on this level. Red is the number of times the activity was left incomplete.

Level Completion Date	Categories				
	Auditory Discrimination	Phonemic Awareness	Word Reading Accuracy	Automaticity/ Fluency	Comprehension
Summary	16 activities 0 22 1	30 activities 0 33 0	18 activities 2 13 0	20 activities 4 15 0	13 activities 1 11 0
Level 1 05-Sep-2017	3 activities 0 2 1	5 activities 0 5 0	3 activities 1 2 0	4 activities 1 3 0	3 activities 0 3 0
Level 2 05-Sep-2017	1 activities 0 1 0	4 activities 3 1 0	8 activities 0 8 0	3 activities 1 2 0	4 activities 1 3 0
Level 3 12-Sep-2017	3 activities 0 3 0	5 activities 2 3 0	3 activities 1 2 0	5 activities 1 4 0	4 activities 0 4 0
Level 4 03-Oct-2017	4 activities 0 4 0	7 activities 1 6 0	1 activities 0 1 0	5 activities 1 4 0	1 activities 0 1 0
Level 5	3 activities	9 activities	3 activities	4 activities	1 activities
Level 6					
Level 7					

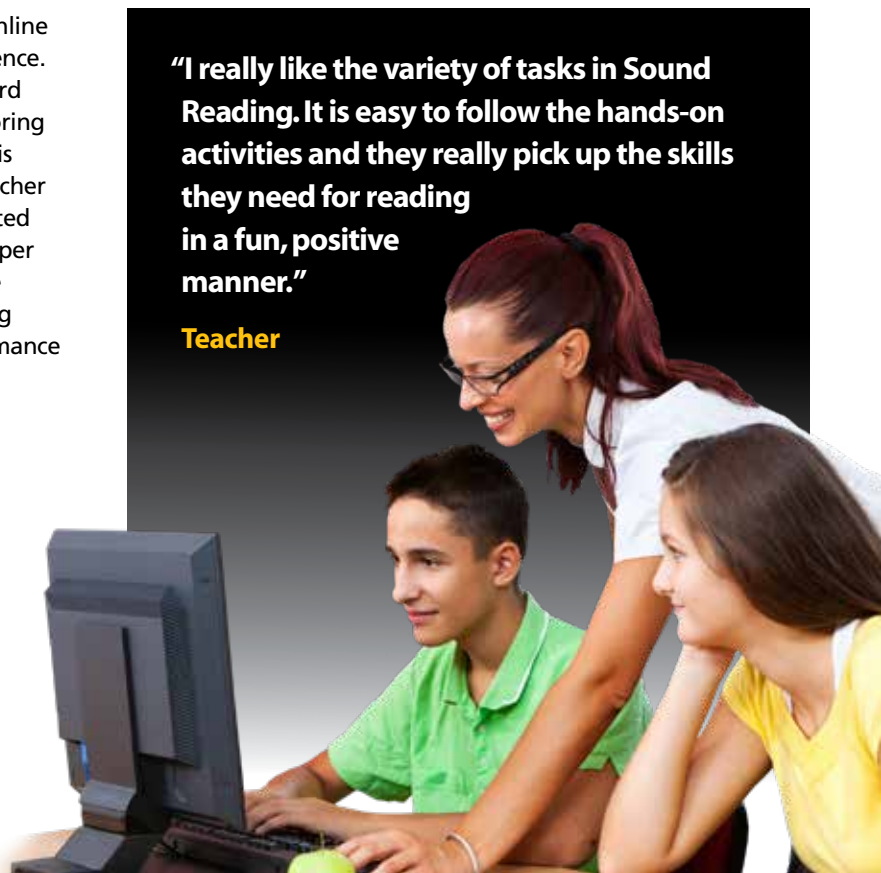
What does the red color indicate? When a box is red that means the student has exited out of the activity more than they have completed it. Here are the details of what type of activities your student did not complete.

Student Activity



"I really like the variety of tasks in Sound Reading. It is easy to follow the hands-on activities and they really pick up the skills they need for reading in a fun, positive manner."

Teacher



How it Works

Five 20–30 minute sessions weekly dramatically improves comprehension, fluency, decoding, and spelling.

Sound Reading is designed for the full spectrum of struggling readers — from individuals with dyslexia to students with other special learning needs.

Sound Reading is uniquely based on advanced scientific research, not pre-existing phonics, whole language, or basal programs. Our program builds on the foundational process of listening and then continues to construct the higher level memory and reasoning skills that lead to reading fluency and comprehension.

The Sound Reading model is grounded in print-to-speech processing. This approach to literacy development focuses on the underlying speech, listening and language skills that support the complex process we call reading. Sound Reading teaches reading as a language process. It is not a series of instructional pieces that often focuses on printed content, but rather the instruction focuses on developing the spoken language processes that proficient students possess. Already well established in speech and language therapy, the components of phoneme and word awareness, sound discrimination, flexibility and speech code perception are the important elements of print-to-speech instruction. The processes are developed to the point where they are automatic, requiring minimal conscious effort.

What makes Sound Reading unique?

- Enhances the natural sense of speech, rather than overloading isolated memory with endless drills
- Increases the awareness of a student's inner voice
- Develops a flexible sense of speech instead of teaching rules and exceptions
- Naturally teaches pattern recognition, from phonemes to complete sentences
- Our friendly staff pledge to work with you every step of the way

SUCCESS REPORT

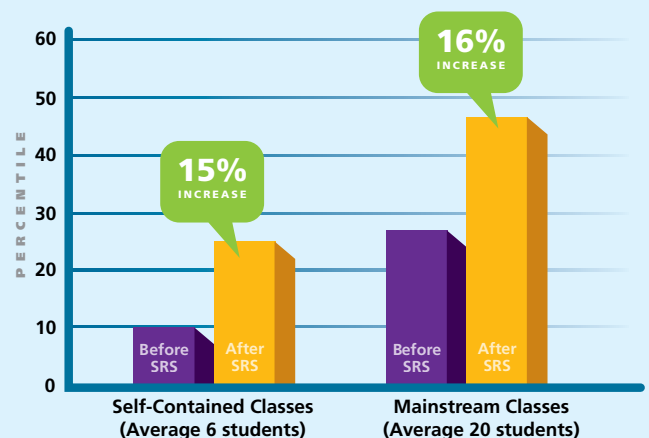
Special Education Students Increased 1.5 Reading Grade Levels

Five classrooms at Carter G. Woodson Middle School used the Sound Reading program with dramatic improvement. Teachers used the program as a supplement to their existing programs. The students adapted to Sound Reading quickly, mastering basic reading skills as early as five weeks after beginning the program.

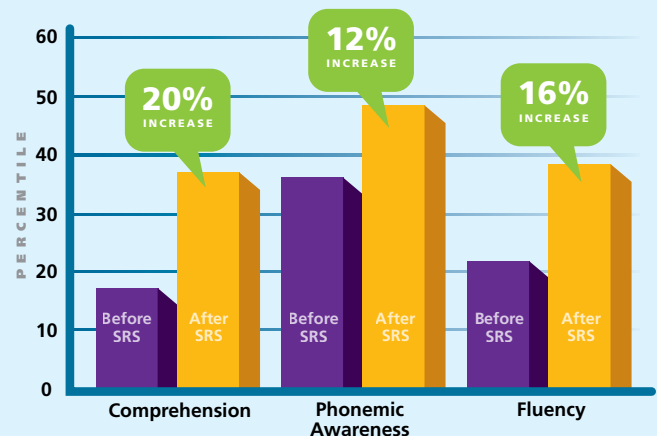
On average, the students increase their phonemic awareness by 12%, fluency by 16% and reading comprehension by 20% resulting in a 1.5 reading grade level increase. Sound Reading proved to work effectively in both small and large classrooms and the teachers were thrilled by how easy the program was to teach.

Contact us for more Success Reports:
www.soundreading.com

FLUENCY, SELF-CONTAINED, AND MAINSTREAM



81 STUDENTS IMPACTED



Scope and Sequence

Activity	Type	HSJ	Boost	Remedy	ESL
Auditory Discrimination	Word and Picture Contrasts		●	●	●
	Whole Word Contrasts	●	●		
	Sound Discrimination	●	●	●	
	Word Discrimination	●	●		
	Sound Contrast in Words	●	●	●	●
	Middle Vowel Discrimination	●	●		
Phonemic Awareness	Letter Manipulation		●	●	●
	Phoneme Manipulation		●	●	●
	Blending	●	●		
	Rhyme	●	●		
	Short & Long Sounds	●	●		
	Voiced & Unvoiced Sounds	●	●		
	Sound Counting	●	●		●
	Vowels Make Mouth Move		●		
	Vowel Flexibility		●	●	
	Word and Sentence Construction	●	●	●	●
	Beginning and Ending Sounds	●	●		
	Word Manipulation	●	●	●	●
	Word Reading Accuracy	One Sound Spellings		●	●
One Spelling Sounds			●	●	●
Syllable Construction			●	●	●
Word Error Detection			●	●	●
Sentence Error Detection			●	●	●
Automaticity / Fluency		Automatic Naming	●	●	●
	Sentence Fluency			●	●
	Word Fluency	●		●	●
Comprehension	Sentences from Fragments		●	●	●
	Comparing Meaning			●	●
	Comprehension True or False			●	●
	Cause or Effect			●	●
	Fact or Feeling			●	●
	Concept Formation		●	●	●
	Active Sentence Reasoning		●	●	
	Listening Comprehension		●	●	●

Training & Support

Our knowledgeable team offers training and support to ensure the program is implemented smoothly and successfully.

“The Sound Reading program proved my son needed reading remediation and did not need to be placed back a grade.”

**Parent,
Maryland**



SoundReadingSolutions

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