



My Sidewalks on Scott Foresman Reading Street: Intensive Reading Intervention is an intensive reading intervention program that accelerates the reading development of struggling students. It aligns instruction perfectly with *Scott Foresman Reading Street*, but can be used with any core classroom reading program. *My Sidewalks* accelerates reading through: 30 weeks of reading intervention, 30-45 minutes every day; emphasis on deep meaning of vocabulary and concepts; and highly specified instruction so you teach less, more thoroughly.

Title III

Funds + Resources = Success

The goal of the Title III program is to close the achievement gap for limited English proficient and immigrant children.

Distribution: Funding is distributed to school districts based on the number of English language learners they serve.

How the funds can be used: Title III can purchase programs that help children develop proficiency in English and achieve the same challenging state standards required of all other students.

www.pearsonschool.com/index.cfm?locator



Language for Learning provides practice in vocabulary, variety of word and sentence forms, the development of precise word knowledge, and in hard to teach concepts such as some/all/none and same/different.

The programme provides carefully sequenced lessons to help students:

- Learn vocabulary commonly used by teachers, in textbooks and by other instructional material.
- Develop precise knowledge of small, but important, words such as first, next, between, who, what, and where.
- Use different sentence forms, ask and answer questions, and follow instructions.
- Acquire important background information and world-knowledge, such as days of the week, months, and seasons.
- Work out the logical aspects of language, such as classification and “if-then” reasoning.
- Thinking and Understanding are part of every lesson.
- Carefully orchestrated lessons teach the language of classroom instruction.
- Provides the building blocks for verbal and reading comprehension.
- Opportunity for both group and individual practice of the content of the exercise.
- A continuous integration and review of all the concepts and skills.

Teach students to communicate effectively.

The research-proven content of ***Language for Learning*** is based on analyses of the words, concepts, and sentence structures that are used for teaching, as well as an analysis of the directions and content of textbooks and other instructional materials.

Features and Benefits:

- Carefully organised sequences of daily exercises assure varied and thorough instructional delivery.
- Detailed and easy-to-follow teacher materials maximise instructional time spent with students.
- Additional resources such as picture cards, skills folders, and support for EAL students extend the programme’s effectiveness to a wide range of young learners.
- Comprehensive tools for performance management, tracking, and assessment promote consistent achievement for all students in the programme.
- A Fast Cycle option allows advanced students to move through the programme at an accelerated rate to match their capabilities.

SOUNDS IN MOTION

Phonemic Awareness, Articulation Stimulation,

And Discrimination Through Movement

Frances Santore, M.A. CCC-SLP

SOUNDS IN MOTION IS:

- **Fun and easy to learn**
- **Useful for helping children improve skills in: listening, phonemic awareness, articulation, discrimination of speech sounds, auditory processing, and vocabulary development**
- **Applicable to a variety of populations**
- **A collaborative classroom program that helps teachers and therapists achieve common goals**

The body movements are part of the late Croatian scientist Petar Guberina's Verbotonal system, which combines speech communication and electroacoustics to improve auditory skills, memory, spoken language, articulation and communication skills.^{2,3} This system is used as an aural habilitation approach with children who are hearing impaired, and it seemed to be an excellent way to introduce kinesthetic awareness of speech sounds to children with normal hearing.

Through the use of body movements, the characteristics of tension, duration, pitch and directionality of the articulators that are associated with each speech sound are introduced to help the children experience correct placement and production for specific consonants. The activation of large muscle groups associated with production of the speech sound also helps memory for the sound.

Over time, teachers also began to request activities that would help children with auditory perception of the five short vowels, as well as activities that could help the children improve their ability to blend sounds into words.

Additional components were practice in reading and writing the syllables and words that were introduced. Currently, the program focuses on helping kindergarteners and first-graders gain phonemic awareness skills; discriminate short vowels and consonants that often are confused; develop improved listening habits and skills in the areas of auditory discrimination, auditory memory, verbal absurdities and syllabification; learn placement for correct articulation; and learn about hearing conservation and health care.

Specifically, activities are designed to improve general listening skills, as well as improve discrimination of short vowels and consonant groups [p-t-k, b-d-g, m-n, w-l-r, f-s-th (voiceless), v-th (voiced)-z] in nonsense syllables and consonant-vowel-consonant (CVC) words.

In addition to these discrimination activities, the program emphasizes four areas of phoneme awareness:

- recognizing that words can be broken down into individual phonemes;
- recognizing that sounds can be deleted from words to make new words;
- the ability to blend sounds to create words; and
- the ability to segment words into constituent sounds.

Finally, children also get practice in articulation, syllabification and written word recognition through rhymes and articulation stories that focus on a particular sound. Generally, two to three sounds are introduced in each lesson and are combined with previously taught sounds.

Rebus-type stories that emphasize one of the new sounds are presented. These stories give children practice in articulation, introduce new vocabulary, and reinforce seeing the words and pictures on the board while saying them.

HOOKED ON PHONICS – READING PROGRAM



Why Hooked on Phonics Work?

We all want our children to be happy, successful, well-rounded kids. With that goal in mind, our mission at Hooked on Phonics® is to create educationally sound tools that are fun for kids and easy for parents to measurably improve their children's learning and help them reach their full potential. Our products are expressly designed to build children's confidence and ensure success.

Hooked on Phonics content is:

- based on current research about how children learn best
- developed with the help of leading educators
- tested with kids
- interactive and fun
- presented in colorful, vibrant, visually appealing ways

What is Phonics?

Phonics is method of teaching reading, based on sounding out letters to read words. Let's say you learn that the letter i makes the /i/ sound, and the letter t makes the /t/ sound. When you read these sounds together, /i//t/, you have the word it. You just learn to read the word it using phonics. It's that simple!

Why Choose Phonics?

Research shows that phonics instruction produces significant benefits for children of all ages, abilities, and socioeconomic backgrounds. Research has also shown that systematic phonics instruction is a valuable and essential part of a successful reading program. The Hooked on Phonics Learn to Read instructional approach is based on this research, building systematically from letters and sounds, to reading words, sentences, and stories for meaning.



What Color Phonics is:

COLOR PHONICS is a patented comprehensive phonics program. It is also a new pronunciation guide which associates vowel sounds with fourteen **specific assonant colors** rather than with confusing diacritical marks. Assonance occurs when vowel sounds rhyme, as in "**brown** cow" or "green leaf" or "blond hog". For consonant sounds, Color Phonics uses italic letters to indicate a different sound other than the common sound. Silent letters have a skinnier font.

How Color Phonics Works:

COLOR PHONICS concentrates on sound discrimination and proper **pronunciation** of sounds before proceeding to visual discrimination of letters and words. Color Phonics teaches **blending** (sounding out), an important foundation for word formation and reading. The system becomes progressively more challenging as the student learns to read.

What Color Phonics Teaches:

COLOR PHONICS teaches the pronunciation of the 43 phonics sounds (phonemes) of American English with animations of the mouth. It teaches auditory and visual discrimination of consonants, consonant blends, and vowels. It teaches your student 46 spelling patterns, over 850 "Sound-It-Out" blends, recognition of over 1,300 words and reading those words within 33 stories. It also has **games** reviewing upper and lower case letter recognition.

Who Color Phonics is For:

COLOR PHONICS is for any student ages 5 and up, learning to read for the first time. It is for remedial English students or adults who want a better phonics foundation for reading. Students with English as a second language also benefit from Color Phonics.

English as a Second Language

Color Phonics® provides animated pronunciation helps in its reference section organized specifically for the following languages:

**Arabic - Chinese - Farsi - French - German - Greek
Hindi and Punjabi - Italian - Japanese - Korean
Polish - Portuguese - Spanish - Vietnamese**



Rosetta Stone Classroom

Solutions for Measurable Language-Learning Success

Incorporate Rosetta Stone® Classroom into your school's curriculum and accelerate language learning. Our engaging, award-winning program correlates to state and national standards, so you know your students are getting the very best language-learning solution available.

Our user interface captivates students from the first screen, keeping them engaged in learning while the program helps them acquire critical language skills.

Innovative Technology

- Advanced speech recognition technology guides students to more accurate pronunciation.
- Contextual Formation™ engages students in lifelike conversations that let them produce spoken or written sentences from words and phrases they've learned.
- Adaptive Recall™ schedules review material to appear at optimal intervals to test new language knowledge and ensure retention.

Engaging Activities

- Interactive speaking activities help students begin to speak the new language in just a few screens.
- Milestones at the end of each unit simulate real-life conversations.
- Interactive grammar and spelling activities reinforce lessons and make language learning fun.

Teacher and Administrative Tools

- Easy-to-use, intelligent administrator tools establish role-based responsibilities and student groups based on your unique organizational structure.
- Register students individually or use import and mapping tools to upload an entire class.
- Powerful tools deliver easy-to-use reports and graphs that track student progress.
- An intuitive curriculum editor lets teachers customize courses for individual or classroom development needs.

Accelerate the Progress of ESL/ESOL Students

Rosetta Stone® is a fast and easy way to get your ESL/ESOL students speaking, reading, writing and understanding English. Because Rosetta Stone is immersion-based, it can be integrated into bilingual, dual immersion or limited English proficiency programs.

Rosetta Stone stands apart because it focuses on ESL/ESOL learners' innate strengths. We all rely on our visual sense to understand the world, and that's precisely where Rosetta Stone starts. It moves students through a carefully structured sequence of pictures, encouraging them to associate images they understand with words that they don't.

Rosetta Stone works because that's exactly the way we learned our first language. We call this [Dynamic Immersion®](#).

Our method works because it's: intuitive, interactive, and visually engaging.

With Rosetta Stone, your ESL/ESOL students will *never*:

- translate, memorize, see lists of words

Rosetta Stone gives students learning English the advantage of being immersed in the language from the moment they start using the program.



Dolch

The Dolch Word List is a list of commonly used English words that was originally compiled by Edward William Dolch, PhD and published in his 1948 book, "Problems in Reading". Edward Dolch compiled this list based on children's books of the period, and selected 220 "service words" which children need to recognize in order to achieve reading fluency. Dolch excluded nouns from his main list, but did compile a separate 95-word list of nouns.

Many of the 220 words in the Dolch list, can not be "sounded out", and hence must be learned by sight. Hence the list is often referred to as "Dolch Sight Word List", and the words on it, as "Dolch Sight Words".

The Dolch Word List is often used in various educational activities to teach reading, including teachers teaching their students, and parents teaching their children. Additionally, although the Dolch Word List was originally devised in the context of teaching English-speaking children to read, it has also subsequently become popular in teaching English as a Second Language (ESL).

Materials on hand:

- Dolch First Reading Books
- Dolch Independent Reading Books
- Dolch Phrase Cards
- Dolch Picture Vocabulary Cards
- Dolch Sight Word Cards



ALL STAR ENGLISH

Addison-Wesley Publishing Company

All Star English is an intergrated curriculum designed for middle and secondary school students. ALL STAR is focused on communicative competence-the ability to use language appropriately in a vvariety of contexts. ALL STAR ENGLISH recognizes that it is not enough to be able to read, write and understand basic language. One must be able to use language to get things done. ALL STAR ENGLISH encourages students to do just that, empowering them to:

- communicate effectively
- think critically
- pursue academic success
- build self-esteem
- value cultural diversity

Materials on hand:

All Star English – The Basics

All Star English – Skills Journal 1, 2, 3, 4

Audio Cassette Album 1, 2

Process Writing Portfolio Programs 1, 2, 3

Teachers Guides

Skill Sharpeners

Judy De Filippo and Charles Skidmore

Longman-Publishing Company

The SKILL SHARPENERS series is especially designed for students whose skills in standard English require strengthening. By introducing basic skills tied to classroom subjects in a simple grammatical framework, the series helps to prepare these students for academic success. With ESL students, the SKILL SHARPENERS series bridges the gap between ESL and regular school subjects. With all students, it reinforces confidence and self esteem.

Each level of the series offers exercises to sharpen both language and subject-area skills. Students interpret graphs and charts, read maps, solve math word problems, and learn library and study skills. They sharpen comprehension skills as they read about history, scijence, and American culture. And they deepen their understanding of basic English structure.

Materials on hand:

Student Workbooks 1, 2, 3, 4

SOUTH CAROLINA HSAP Coach

America's Best for Student Success

Classroom resources that have helped improve student achievement. Coach texts are carefully aligned to your state standards so they fit with the curriculum.

In today's educational climate, teachers need more than **test preparation**. They need **standards-based instruction**, **accessible** to students at every level. They need content that is current, **effective**, and **student friendly**. They need materials that will help kids **grasp** key concepts and **raise test scores**. **Coach** has all this and more!

Materials on hand:

HSAP Coach – English Language Arts
HSAP Coach - Mathematics



Reading & Writing Excellence: Keys To Standards-based Assessment

Reading & Writing Excellence is a series of instructional books designed to prepare students to take standardized tests. It introduces the **Four Rs**, a strategy that will enable students to read selections, understand what they have read, and answer multiple-choice and open-ended questions about the reading material. Special emphasis is given to using graphic organizers as prewriting aids for answering essay questions.

Many genres, such as short stories, poetry, prose, biographies, and articles, are included. Many of the passages are taken from published literature, reflecting the types of instruction that exists in classrooms today. The questions accompanying each passage represent the different levels of comprehension.

The material in the workbooks provides the student with step-by-step instruction that will maximize their reading success in classroom work as well as in testing situations.

Materials on hand:

Reading & Writing Student Books