

# Systematic Explicit Phonics Instruction for Reading and Written Language

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# **Systematic Explicit Phonics Instruction for Reading and Written Language**

## **Course Description**

This course addresses multisensory strategies for reading, spelling and writing instruction. It provides the scientific definition of dyslexia, its common characteristics standardized by the International Dyslexia Association, and the most effective research-based methodologies to address the instructional needs of individuals with dyslexia. Multisensory structured language techniques based on the Orton-Gillingham approach for teaching the alphabetic principle, reading, spelling and writing will be the primary focus of the course, with a particular emphasis on phonological training/word-attack skills as well as systematic, explicit multisensory instruction relative to the structure of the English language. Mastery of sound/symbol correspondences is not an end in itself; the ultimate goal of instruction is the effective application of these skills for proficient reading and writing.

## **Course Objectives**

The teacher candidates will:

1. Differentiate innate abilities of the human brain from those which require formal instruction, such as reading and writing.
2. Explain dyslexia and identify salient characteristics of this specific language disability.
3. Demonstrate teaching techniques involved in a VAKT\* approach to reading and written language instruction.
4. Plan and execute visual, auditory, and blending drills demonstrating knowledge of the phoneme/grapheme relationships of the English language.
5. Demonstrate the accurate/automatic production of phonemes.
6. Demonstrate knowledge of the basic phonetic structure of the English Language.
7. Demonstrate technique for blending speech sounds to read unknown words.
8. Demonstrate the segmentation of speech sounds for the purpose of spelling words.
9. Identify the six types of syllables (CLOVER) and syllable division rules.
10. Discuss strategies for error correction.
11. Demonstrate the simultaneous engagement of multiple sensory pathways for learning (visual, auditory, kinesthetic, and tactile) throughout lessons.
12. Demonstrate knowledge of English orthographic patterns and their respective generalizations.
13. Differentiate between high frequency and phonetically irregular words.

\*VAKT- Visual Auditory Kinesthetic Tactile

## Systematic Explicit Phonics Instruction for Reading and Written Language

Standards:	IDA	State Standard Phonics Course	IRA	Common Core
Name of Course <b>Systematic Explicit Phonics Instruction for Reading and Written Language</b>				Reading Foundation Skills – Language Standards LS
<u>Overview and Introduction: Reading Research</u> <ul style="list-style-type: none"> <li>evidence-based instruction</li> <li>teaching reading is an art and a science</li> <li>phonological processing;</li> </ul>	A: 1-7 B: 1-8	1 2 10	1.2	
<u>Dyslexia</u> <ul style="list-style-type: none"> <li>definition</li> <li>formation of the brain</li> <li>what it is – what it is not</li> <li>characteristics</li> <li>evaluation/screening</li> <li>effective instruction</li> <li>social and emotional effects</li> </ul>	C:1.a.b C:2 C:3 C:4 C:5 D:6	3.6.2 8.4	3	
<u>Simultaneous engagement of visual, auditory, kinesthetic, and tactile (VAKT) approaches to the teaching of reading</u> <ul style="list-style-type: none"> <li>history and theory of VAKT approaches</li> <li>structured language instruction</li> <li>blending phonemes for reading and segmenting phonemes for spelling</li> </ul>	E.2.1.2.3. 4	3.6.3 6.1		
<u>Components of a systematic explicit lesson</u> <ul style="list-style-type: none"> <li>multisensory</li> <li>cumulative and repetitive</li> <li>systematic and explicit</li> <li>structured</li> <li>sequential</li> <li>synthetic/analytic</li> <li>diagnostic and prescriptive</li> </ul>	D: 4 E-2: 1-5	8.1	3.3	
<u>Overview of VAKT lesson</u> <ul style="list-style-type: none"> <li>review</li> <li>visual/auditory/blending drills</li> <li>introduction of new concept</li> <li>spelling</li> <li>passage reading of decodable text</li> </ul>	E-2: 1-5 E-3: 1-4 E-6: 1-3			RF: Gr 1: 1a RF: K: 4 RF: Gr 1: 4a,b RF: Gr 2: 4a,b RF: Gr 3: 4a RF: Gr 4: 4a RF: Gr 5: 4a
<u>Consonants</u> <ul style="list-style-type: none"> <li>teaching accurate/automatic production of phonemes</li> <li>letter names</li> <li>voiced/unvoiced phonemes</li> <li>place of articulation</li> <li>manner of articulation</li> <li>co-articulation effects on blending</li> </ul>	B: 1			RF: K: 3a
<u>The Drills</u> <ul style="list-style-type: none"> <li>explanation of visual drill, auditory, blending drills</li> <li>accurate and fluent drills</li> <li>ongoing practice of the visual, auditory, and blending drills</li> </ul>	E.1.2	1.4		RF: K:1a-d LS: K:1a LS: Gr 1: 1a

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Standards:	IDA	State Standard Phonics Course	IRA	Common Core
<u>Phonemic Awareness</u> <ul style="list-style-type: none"> <li>• identify phonemes</li> <li>• match phonemes</li> <li>• blend phonemes</li> <li>• recognize and produce rhyming words</li> <li>• segment words into phonemes</li> <li>• delete/add/substitute phonemes</li> </ul>	B.1.a.b. E.1.1.2.3 E.1.3.4.5	1.1	1.4	RF: K: 2a –e RF: Gr 1: 2a-d
<b>Demonstration lesson (video or live demonstration)</b> <ul style="list-style-type: none"> <li>• teacher candidates take notes while observing the lesson</li> <li>• discuss and critique lesson</li> </ul>				
<u>Initial Assessment of Students</u> <ul style="list-style-type: none"> <li>• consonant sounds (grapheme cards)</li> <li>• short vowel sounds (grapheme cards)</li> <li>• non-phonetic words</li> <li>• spelling</li> <li>• reading</li> </ul>	D.4	8.4		
<u>Multiple Spellings</u> <ul style="list-style-type: none"> <li>• multiple spellings of consonants</li> <li>• multiple spellings of vowel</li> <li>• reason for the order of the multiple spellings</li> <li>• explanation of multiple spellings/rules</li> </ul>	B:4	6.3		RF: K: 3b RF: Gr 1: 3c RF: Gr 2: 3b
<u>Fingerspelling</u> <ul style="list-style-type: none"> <li>• explain fingerspelling</li> <li>• segment speech sounds for the purpose of spelling of words</li> <li>• consonants (qu)</li> <li>• blends</li> <li>• digraphs and trigraphs</li> </ul>				RF: K: 1b
<u>Short Vowels</u> <ul style="list-style-type: none"> <li>• why are they so difficult to learn</li> <li>• importance of clarity of sounds</li> <li>• usefulness of hand gestures to build a strong kinesthetic association between the key word and speech sound</li> <li>• short vowel accuracy/fluency for both reading and spelling</li> </ul>	B:1			RF: K: 3b RF: Gr 1: 3c RF: Gr 2: 3a
<u>Short Vowel markers/Consonant Digraphs</u> <ul style="list-style-type: none"> <li>• <i>ff, ll, ss,</i></li> <li>• <i>ck,</i></li> <li>• <i>ng, nk,</i></li> <li>• <i>tch, dge, stle</i></li> <li>• usefulness in reading and spelling</li> <li>• -----</li> <li>• sh, ch, th, wh, ph</li> </ul>	B.4.			RF: K: 3b RF: Gr 1:3a

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Standards:	IDA	State Standard Phonics Course	IRA	Common Core
<u>Syllables</u> <ul style="list-style-type: none"> <li>• six types of syllables (closed, open, silent e, vowel teams, and consonant le).</li> <li>• how to teach syllable types</li> <li>• importance of teaching syllables</li> <li>• review types of syllables (CLOVER)</li> <li>• accurate and fluent reading and spelling of syllables</li> </ul>	B:6	1.3 1.4		RF: Gr 1: 3c,d RF: Gr 2: 3a-c RF: Gr 3: 3c RF: Gr 4: 3a RF: Gr 5: 3a
<u>Introducing new material in VAKT lesson</u> <ul style="list-style-type: none"> <li>• explain the procedure</li> <li>• differentiate between new phonogram, concept, or rule</li> </ul>	E.2.1-5 E.6.3	6.1  6.4		RF: K: 3a,b RF: Gr 1: 1a RF: Gr 1: 2 a-d; 3f RF: Gr 2: 3 a,b LS: K: 1a; 2a,b LS: Gr 1: 1a; 2b
<u>Demonstration lesson (video or live demonstration)</u> <ul style="list-style-type: none"> <li>• teacher candidates take notes while observing the lesson</li> <li>• discuss and critique lesson</li> </ul>				
<u>Sequence of new instruction</u> <ul style="list-style-type: none"> <li>• where to begin</li> <li>• how to progress</li> </ul>	E.2.4			
<u>Writing from dictation</u> <ul style="list-style-type: none"> <li>• identify a phrase</li> <li>• identify a complete sentence</li> <li>• use correct capitalization</li> <li>• use correct punctuation</li> </ul>				LS: K: 1a; 2a,b LS: Gr 1: 1a; 2b
<u>Planning a lesson</u> <ul style="list-style-type: none"> <li>• lesson planning techniques</li> <li>• choosing appropriate resources/materials</li> <li>• coverage of essential components for student progress</li> </ul>	E.2.4	6.1		
<u>Phonetically irregular words</u> <ul style="list-style-type: none"> <li>• what is a rote memory word</li> <li>• how to teach a rote memory word</li> </ul>	B:5			RF: Gr 1: 3g RF: Gr 2: 3f RF: Gr 3: 3d
<u>Syllable division</u> <ul style="list-style-type: none"> <li>• types of syllable division</li> <li>• syllable division rules</li> <li>• how to teach the rules</li> </ul>	B.6			RF: Gr 1: 3c,d RF: Gr 2: 3a-c RF: Gr 3: 3c RF: Gr 4: 3a RF: Gr 5: 3a
<u>Spelling of multisyllabic words</u> <ul style="list-style-type: none"> <li>• sorting the syllable</li> <li>• fingerspelling the phonemes in each syllable</li> <li>• writing the letters/read the word</li> </ul>	B.4	6.3		
<u>Schwa</u> <ul style="list-style-type: none"> <li>• explanation of the schwa</li> <li>• use of the schwa in reading and spelling</li> <li>• dictating words for spelling with a schwa sound (spelling pronunciation)</li> </ul>				
<u>Error correction</u> <ul style="list-style-type: none"> <li>• during the visual &amp; blending drill</li> <li>• during reading</li> <li>• during the auditory drill &amp; spelling</li> </ul>				

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Standards:	IDA	State Standard Phonics Course	IRA	Common Core
<u>Specific language generalizations:</u> <ul style="list-style-type: none"> <li>• y</li> <li>• spelling rules general to the language</li> <li>• c – g (soft c &amp; g)</li> <li>• suffix –ed</li> <li>• syllable –cle</li> <li>• kind – old words</li> </ul>	B:4			RF: Gr 2: 3e
<u>Handwriting</u> <ul style="list-style-type: none"> <li>• correct formation of letters</li> <li>• cursive</li> <li>• manuscript</li> </ul>	E-6:1,2			LS: K: 1a LS: Gr 1: 1a
<u>Rules for adding suffixes</u> <ul style="list-style-type: none"> <li>• Just Add</li> <li>• Drop the e</li> <li>• Doubling Rule</li> <li>• Change y to i</li> </ul>	B:4			RF: Gr 1: 3f
<b>Demonstration lesson (video or live demonstration)</b> <ul style="list-style-type: none"> <li>• teacher candidates take notes while observing the lesson</li> <li>• discuss and critique lesson</li> </ul>				
<u>Layers of the English language</u> <ul style="list-style-type: none"> <li>• Anglo-Saxon</li> <li>• Latin</li> <li>• Greek</li> <li>• other languages</li> </ul>	B:2-4, B:7 E-4: 1-5			RF: Gr 3a,b RF: Gr 4a RF: Gr 5a
<u>Common prefixes, suffixes, roots</u>	B.7.a			RF: Gr 2: 3d RF: Gr 3: 3a-c RF: Gr 4: 3a RF: Gr 5: 3a
<u>Classroom Instruction</u> <ul style="list-style-type: none"> <li>• whole class instruction</li> <li>• small group instruction</li> <li>• useful materials</li> </ul>			2.	
<u>Vocabulary</u> <ul style="list-style-type: none"> <li>• synonyms</li> <li>• homonyms</li> <li>• antonyms</li> <li>• multi-meaning words</li> </ul>	B.8 E.4.1	6.5		
<u>Throughout the sessions:</u> <ul style="list-style-type: none"> <li>• <i>practice auditory drill</i></li> <li>• <i>practice visual, auditory, blending drills</i></li> </ul>				
1) <u>Final Exam</u>				

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## Resources/Readings

Reading:	<p><i>Selections on Reading:</i>            1) <i>Teaching Reading IS Rocket Science</i>            By: Louisa Cook Moats: <a href="http://www.aft.org/pdfs/teachers/rocketscience0304.pdf">http://www.aft.org/pdfs/teachers/rocketscience0304.pdf</a></p>
	<p><i>Brain Not Wired for Reading</i>            2) <a href="http://www.childrenofthecode.org/interviews/shaywitz.htm">http://www.childrenofthecode.org/interviews/shaywitz.htm</a>  <i>Brain Not Wired for Reading</i></p>
	<p>3) <i>Reading and the Brain</i>            By: Haskins Laboratories: <a href="http://www.haskins.yale.edu/reading3.html">http://www.haskins.yale.edu/reading3.html</a></p>
Dyslexia:	<p><i>Books:</i>  <i>Overcoming Dyslexia: Sally Shaywitz, M.D.</i></p>
	<p><i>Basic Facts Abut Dyslexia &amp; Other Reading Problems</i>            Louisa Cook Moats            Karen E Dakin</p>
	<p>Just the Facts: IDA Website <a href="http://www.interdys.org/FactSheets.htm">http://www.interdys.org/FactSheets.htm</a>            Definition of Dyslexia</p> <ul style="list-style-type: none"> <li>• Dyslexia Basics</li> <li>• Understanding Dyslexia</li> </ul>
	<p><i>Selections on Dyslexia and Reading:</i></p> <p>1. Sally Shaywitz, M.D. "A Conversation with Sally Shaywitz, M.D., author of <i>Overcoming Dyslexia</i>" <a href="http://www.greatschools.org/search/contentSearch.page?q=Sally+Shaywitz%2C+M.D.+%E2%80%9CA+Conversation+with+Sally+Shaywitz%2C+M.D.%2C+author+of+Overcoming+Dyslexia%E2%80%9D+Schwab+Learning.org+July+28%2C+2003">SchwabLearning.org</a> July 28, 2003  <a href="http://www.greatschools.org/search/contentSearch.page?q=Sally+Shaywitz%2C+M.D.+%E2%80%9CA+Conversation+with+Sally+Shaywitz%2C+M.D.%2C+author+of+Overcoming+Dyslexia%E2%80%9D+Schwab+Learning.org+July+28%2C+2003">http://www.greatschools.org/search/contentSearch.page?q=Sally+Shaywitz%2C+M.D.+%E2%80%9CA+Conversation+with+Sally+Shaywitz%2C+M.D.%2C+author+of+Overcoming+Dyslexia%E2%80%9D+Schwab+Learning.org+July+28%2C+2003</a></p>
	<p>2. Betsy Morris. "Overcoming Dyslexia." <i>Fortune Magazine</i> May 13, 2002  <a href="http://money.cnn.com/magazines/fortune/fortune_archive/2002/05/13/322876/index.htm">http://money.cnn.com/magazines/fortune/fortune_archive/2002/05/13/322876/index.htm</a></p> <p>3. National Institute of Child Health and Human Development. "Imaging Study Reveals Brain Function of Poor Readers Can Improve" April 19, 2004  <a href="http://www.nichd.nih.gov/news/releases/brain_function.cfm">http://www.nichd.nih.gov/news/releases/brain_function.cfm</a></p>

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	<ul style="list-style-type: none"> <li>• <b>Structural Brain Differences in Kids with Dyslexia</b>  By: <i>Gordon Sherman, Ph.D.</i> 01/14/2002  <a href="http://www.greatschools.org/search/contentSearch.page?q=Structural+Brain+Differences+in+Kids+with+Dyslexia+++++By%3A+Gordon+Sherman%2C+Ph.D.+01%2F14%2F2002">http://www.greatschools.org/search/contentSearch.page?q=Structural+Brain+Differences+in+Kids+with+Dyslexia+++++By%3A+Gordon+Sherman%2C+Ph.D.+01%2F14%2F2002</a></li> <li>5. <i>Whole-Language High Jinks</i> by Louisa Cook Moats 1.29.2007  <a href="http://www.margaretkay.com/Whole%20Language%20High%20Jinks.htm">http://www.margaretkay.com/Whole%20Language%20High%20Jinks.htm</a>  Click on <i>Whole-Language High Jinks</i> at the end of the first paragraph</li> </ul>
	6. <i>Children of the Code</i> by David Boulton <a href="http://www.childrenofthecode.org/Tour/c1/index.htm">http://www.childrenofthecode.org/Tour/c1/index.htm</a> View at least these two sections: <ol style="list-style-type: none"> <li>1) <u>We have a problem</u>  Listen to at least these three sections:  <i>Reading Matters</i>  <i>Reading Crisis</i>  <i>Academic Danger</i></li> <li>2) <u>Shame Disabled</u>  Listen to this video</li> </ol>
Multi-sensory	Just the Facts: IDA Website <a href="http://www.interdys.org/FactSheets.htm">http://www.interdys.org/FactSheets.htm</a> 1) Multisensory Structured Language Teaching
	2) <a href="http://www.readingrockets.org/article/6332/">http://www.readingrockets.org/article/6332/</a> <i>Multisensory Structured Language Programs: Content and Principles of Instruction</i>
	3) Birsh, J. (2006). What is Multisensory Structured Language. <i>Perspectives</i> . 32, (4), 15-20.
	4) Carraker, S. (2006). Teaching the Structure of Language through Seeing, Hearing and Doing. <i>Perspectives</i> . 32, (4), 24-28
Phonemic Awareness	1) <i>Phonemic Awareness for the Preschool or Elementary Classroom</i> By: <i>Marylyn J. Adams, Barbara Foorman, Ingvar Lundberg, and Terri Beeler. 2002</i>
	2) <i>Phonemic Awareness: Watch &amp; Learn</i> By: <i>Reading Rockets. 2004</i>
	3) <i>Phonemic Awareness Instruction</i> By: <i>National Institute of Child Health and Human Development. 2000</i>



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	<p>4) Segmenting Activities  <i>By: Bee Ready to Read! <a href="http://phonologicalawareness.org/index.html">http://phonologicalawareness.org/index.html</a></i></p>
Suggested Books:	<p>1) <i>Building the Reading Brain</i>  <i>By: Patricia Wolfe; Pamela Nevills</i></p>
	<p>2) <i>Speech to Print</i>  <i>By: Louisa Cook Moats</i></p>
	<p>3) <i>Making Sense of Phonics</i>  <i>By: Isabel L. Beck</i></p>
	<p>4) <i>Multisensory Teaching of Basic Language Skills</i>  <i>By: Judith R. Birch</i></p>
	<p>5) <i>Teaching Reading to Struggling Learners</i>  <i>By: Esther Minskoff</i></p>
	<p>6) <i>Becoming a Professional Reading Teacher</i>  <i>By: P.G. Aaron; R. Malatesha Joshi; Diana Quatroche</i></p>
	<p>7) <i>Unlocking Literacy: Effective Decoding &amp; Spelling Instruction 2nd Edition</i>  <i>By: Marcia K. Henry</i></p>
	<p>8) <i>Put Reading First: The Research Building Blocks for Teaching Children to Read</i>  <i>By: The National Reading Panel</i></p>
	<p>9) <i>Expert Perspectives on Interventions For Reading</i>  <i>By: Louisa C. Moats, Karen E. Dakin &amp; R. Malatesha Joshi</i></p>
Suggested Website:	<p><i>Florida Center for Reading Research: <a href="http://www.fcrr.org/">http://www.fcrr.org/</a></i></p>

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## Useful Materials

1. Angling For Words ( all three books, brown, yellow and green )

High Noon Readers( controlled reading books suitable for older children who read below grade level)

Available from: **Academic Therapy Publications**  
**20 Commercial Blvd.**  
**Novato , CA 94947-6191**  
**[www.academitherapy.com](http://www.academitherapy.com)**

2. Explode the Code workbooks (a good source of review exercises)

How to Teach Spelling ( resource for teachers)

Language Tool Kit (little manual that goes with this will give you a wealth of information)

Megawords (appropriate for grade six and above) contains exercises that deal with syllable types , prefixes, suffixes and roots

Primary Phonics Readers ( short controlled readers suitable for young children)

Recipe for Reading (good resource for beginning level)

Solving Language Difficulties (workbook that has great activities for older students)

Spellbound (grades 7-adult) a good source of word lists and sentences for dictation, purchase both the workbook and the teacher's edition

S.P.I.R.E ( decoding program that contains word lists and short stories)

Success Stories 1 & 2 ( beginning level stories that review sounds)

Available from: **Educator's Publishing Service**  
**31 Smith Place**  
**Cambridge, Ma 02238-1000**  
**[www.epsbooks.com](http://www.epsbooks.com)**

3. Fingertip Books ( all levels)

available from: **Fingertip Books**  
**6040 Ranlyn Ave.**  
**Cincinnati, Oh 45239**  
**[www.fingertipbooks.net](http://www.fingertipbooks.net)**  
**513-923-3759**

4. Words (syllable types , prefixes, suffixes, roots )

Patterns for Success ( lesson plans and student pages – order books 1-3 ,teacher's edition, and activity books)

available from: **Pro-ed**  
**8700 Shoal Creek Blvd**  
**Austin, Texas 78757**  
**1-800-897-3202**  
**[www.proedinc.com](http://www.proedinc.com)**

5. Merrill Reading Program ( books A-H) ( controlled readers )

available from: **SRA/McGraw-Hill**  
**220 East Daniel Dale Rd.**  
**Desoto, TX 75155-2490**  
**1-888-772-4543**

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www.SRAonline.com

6. Moose Materials ( inexpensive games that reinforce Orton –Gillingham skills & concepts)  
available from: **Downtown Press**  
**3051 Washington Blvd.**  
**Baltimore, Maryland 21230**
  
7. Sounds Abound ( Phonological Awareness)  
available from : **Lingui Systems Inc.**  
**3100 4<sup>th</sup> Ave.**  
**East Moline, IL 61244**  
[www.linguisystems.com](http://www.linguisystems.com)
  
8. Step up to Writing by Maureen E. Auman ( complete multisensory approach to teaching expository writing)  
available from: **Sopris West**  
**4093 Specialty Place**  
**Longmont, CO 80504**  
[www.sopriswest.com](http://www.sopriswest.com)
  
9. Wood's Words great source of word lists  
available from OVB/IDA  
[www.cincinnati-dyslexia.org](http://www.cincinnati-dyslexia.org)
  
10. Reading For Concepts (short reading passages with questions) 1.6 – 6.0 grade level  
available from: **Phoenix Learning Resources**  
**25 Third Street, 2nd Floor**  
**Stanford, CT 06905**  
[PhoenixGroup@sbcglobal.net](mailto:PhoenixGroup@sbcglobal.net)
  
11. Go Phonics ( short stories for young children )  
available from: **Foundations for Learning, LLC**  
**Chelan, WA**  
[www.gophonics.com](http://www.gophonics.com)
  
12. Bonnie Kline Stories ( short stories)  
available from : **Project Read Language Circle**  
**P.O. Box 20631**  
**Bloomington, MN 55420**  
[www.projectread.com](http://www.projectread.com)  
1-800- 450-0343
  
13. The ABC's of O-G (lesson plans, phonetic readers(variety of levels), skills workbooks, games, cards, etc)  
available from: **Multisensory Learning Associates**  
**303 Southwest Road**  
**Canterbury, NH 03224**  
[www.MultisensoryLearningAssociates.com](http://www.MultisensoryLearningAssociates.com)  
603-569-0825
  
14. Wilson Foundations (for younger students)  
  
Wilson Reading System (for students in grade two and beyond)  
  
WRS Stories for Older Children ( stories appropriate for older children and adults)  
available from: **Wilson Language**  
**47 Old Webster Rd.**  
**Oxford , MA 01540**  
[www.wilsonlanguage.com](http://www.wilsonlanguage.com)  
1-800-899-8454

## **Systematic Explicit Phonics Instruction for Reading and Written Language**

15. Orton-Gillingham Multi-Sensory Reading Card Deck

available from: **Mayerson Academy**  
**2650 Highland Avenue**  
**Cincinnati, OH 45219**  
[www.mayersonacademy.org](http://www.mayersonacademy.org)  
**513.475.4102**

16. Journey into Dyslexia (HBO Documentary Films)

available from: **The International Dyslexia Association**  
**40 York Road**  
**Townson, MD 21204**  
[www.interdys.org](http://www.interdys.org)

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## References

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