



ReadingHorizons
The Foundation for Reading English

Results

Scientifically Based Research Underpinning the Rationales of
the *Discover Intensive Phonics for Yourself* Reading System

Elementary Education

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Overview of Competencies

Discover Intensive Phonics: Some Scientific, Research-Based Competencies That Underpin a Successful Reading Program

Discover Intensive Phonics is a program designed to enhance the reading effort so that the act of reading becomes automatic, fluent, enjoyable, and meaningful. *Discover Intensive Phonics* is designed to complement and supplement basal reading programs by employing explicitly systematic phonics instruction. The program correlates significantly with the National Reading Panel's (NRP) list of essential competencies that characterize a strong reading program. Among those competencies listed is the study of phonics: phonemic awareness, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction.

This overview demonstrates how *Discover Intensive Phonics* incorporates the NRP's instructional recommendations into its product's scope and sequence of competencies.

1) Phonemic/Phonological Awareness:

Phonemic/phonological awareness is the ability to notice, think about, and work with the individual sounds in spoken words. Phonemic/phonological awareness is the single-best predictor of at-risk status for early reading difficulties. The *Discover Intensive Phonics* program provides comprehensive sections for assessing and teaching phonologic skills through both direct instruction and computer-assisted materials. Both mediums first address sensitivity to rhyme, followed by segmenting onsets, beginning with the task of syllable splitting. Full segmentation of all phonemes in words follows in this order: initial phonemes, final phonemes, and concluding with the medial vowel sound. Blending is addressed, and, finally, phoneme identification, dealing with the number of phonemes in a word, is taught. Manipulation and substitution of phonemes is experienced throughout the course, using a "Word Builder."

The *Discover Intensive Phonics* computer assessments include a nonsense words evaluation and a phonemic awareness evaluation. First, students read a series of nonsense words. If they make an error in pronouncing a word, that word is shown broken into individual phonemes. The administrator of the test then has the opportunity to indicate exactly which part of the word was mispronounced. At the completion of the assessment, a report displays phonemes consistently missed, allowing teachers to focus on the sounds perplexing that student. The phonemic awareness assessments provided in the *Discover Intensive Phonics* courseware meet five of the seven criteria set forth in the DIBELS assessment.

Throughout the *Discover Intensive Phonics* course, highly interactive, multi-sensory direct instruction and dictation is employed as the alphabet is introduced, over time, in letter sets of five, each set consisting of one vowel and four consonants. First, teachers help students learn to recognize the sounds of individual letters within the given set. At this time, students also learn the names of those letters and how they are formed. Next, students learn to blend consonant and vowel sounds and arrange those sounds and letters into simple, single-syllable words.

Overview of Competencies, Continued

2) Phonics Instruction:

The ability to draw relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches students to use these relationships to read and write words.

Discover Intensive Phonics presents the 42 Sounds of English, using a uniquely crafted presentation. Within the cumulative sequence of image and sound, students receive explicit, systematic instruction identifying blends, Digraphs, diphthongs, and Special Vowel Combinations. Students are also immersed in language development, parts of speech, sentence structure, spelling, and handwriting skills. Moving through the logical sequence of information, each incremental step gives students continuous, intrinsic, positive reinforcement from the continual practice of previously learned skills.

*Discover Intensive Phonics demonstrates how to teach students to identify phonetic patterns, using the program's unique marking system, which helps students examine, scrutinize, and memorize the internal structure of words. Predictable, consistent daily practice strengthens the visual memory system's ability to recognize repeated word patterns and other pertinent visual cues. Marilyn Adams, author of *Beginning to Read*, states:*

*"The use of minor visual cues that do not distort the basic shapes of letters or spelling patterns of words may be quite helpful to students. Such cues may reduce the trial and error needed to master complex sound-symbol relations and may make the initial phases of learning to read easier. These are certainly worthy of further consideration." (Adams, Marilyn Jager, *Beginning to Read: Thinking and Learning About Print*, Center for the Study of Reading, p. 81)*

3) Fluency Instruction: The ability to read text accurately and quickly, either silently or orally.

Discover Intensive Phonics takes much care, early in the course, to eliminate breaking words into individual sounds when pronounced. This is accomplished through use of the 'slide': a blending process in which students are taught how to pronounce words smoothly, moving left to right.

Fluency creates a bridge between decoding and comprehension, because fluency is grounded in the principles of prior knowledge and predictability. In order to achieve fluent reading, practice materials must reflect prior decoding experiences. Fluency requires accuracy, and accuracy requires not only repetition of previously learned concepts but also the ability to make reasonable predictions about print and content. For these reasons, *Discover Intensive Phonics* supplies many guided-reading exercises and vocabulary-controlled reading passages that use carefully selected, decodable text that falls within a student's skill range, experience level, and expectations.

Students frequently apply the *Reading Horizons* skills in context using the *Reading Horizons v5* software or the Student Workbook. First, students apply the *Reading Horizons* skills when reading short, authentic texts, such as street signs, menus, blog posts, classified ads, and newspaper and magazine articles that contain the *Reading Horizons* skills they are learning. Then students apply the skills to longer texts by reading passages while being timed and then answer a series of comprehension questions. On the *Reading Horizons v5* software, students' progress is tracked, and passages of greater difficulty are made available as their fluency improves. Students can also track their fluency progress with the Reading Library student books using the Reading Progress Fluency Chart included in the back of each book.

Overview of Competencies, Continued

Given proper instruction, meaningful repetition, and sufficient opportunity to decode words, the brain's neural circuitry will classify, integrate, and store many graphic and phonemic features of words, instantly applying a previously stored model. Fluency patterns begin to form. With enough practice and exposure, students begin to recognize and recall words. Studies have shown that the ability to read long words skillfully may depend on a student's ability to break words into syllables. The unique marking system employed in the *Discover Intensive Phonics* approach helps accomplish this goal.

Fluency is not a stage when a student suddenly reads all words with ease. Fluency is an ongoing process that is refined as language learners accumulate enough language experiences to make reasonable and accurate predictions about words. The end result of the *Discover Intensive Phonics* method is fluency, and fluency empowers.

4) Vocabulary Instruction: The words necessary to communicate effectively.

Discover Intensive Phonics incorporates vocabulary development immediately following the introduction of the first group of letters (b, f, d, g, and the vowel a), because vocabulary growth correlates strongly with the ability to read with understanding. As students learn to decode a new word, they simultaneously learn the word's meaning and usage. The word is then used in context and in creative writing exercises. *Discover Intensive Phonics* provides several opportunities for vocabulary development. The *Reading Horizons v5* software includes a 10,000-word database to help students increase their vocabulary. Knowledge of word meaning and connotation helps in decoding and improves reading comprehension.

5) Comprehension Instruction: The ability to understand, to remember, and to communicate meaning from what is read.

Comprehension activities continue to grow sequentially more complex as additional consonant and vowel combinations are explored. Within the *Discover Intensive Phonics* program, word meaning is discussed regularly and naturally as each new word is introduced and displayed in writing. New words are also identified within other contexts and are demonstrated in students' guided creative writing exercises.

Students are given opportunities to assess comprehension using the *Reading Horizons* Reading Library, which contains over 225 reading passages. On the *Reading Horizons v5* software, students preview a reading passage by looking at the pictures that illustrate the passage and learning the meaning of difficult vocabulary. After reading the passage, students answer a series of comprehension questions to assess their understanding of what they read. Students receive a composite score that includes both their reading rate and their comprehension score to determine which reading passages are made available for them to read. As students increase in fluency and comprehension, higher-level passages are made available to them so they can continue to challenge themselves as they practice applying *Reading Horizons* skills.

It is important to note that *Discover Intensive Phonics* is intended to serve as a supplement and not as a comprehensive reading program. Comprehension strategies are deliberately limited in scope to basic questions following the stories in "Little Books" and using the questions found within Mastery Checks.

No Child Left Behind Criteria

A Description of the Following Scientifically Based Research Studies Examining Measurable Outcomes of *Discover Intensive Phonics for Yourself* Method

The *Discover Intensive Phonics for Yourself* methodology matches those standards set forth in the No Child Left Behind Act (2001), either in principle or by individual research methods, whereby data were collected and comparables were constructed:

- Employs systematic, empirical methods based on observation and experiment
- Involves rigorous data analyses deemed adequate to test the stated hypotheses and justify general conclusions
- Relies on measurements and/or observational methods that provide valid data across various evaluators and observers, using multiple measurements and observation strategies
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review

***Discover Intensive Phonics:* A Reading Program for Children**

The following studies are a summary of research conducted in a variety of educational settings. Each is located in a geographically different area, representing diverse student populations. Certain required research guidelines (such as those mentioned in the No Child Left Behind Act, 2001) were applied to each study, either through principle or by research methods wherein data were collected and comparables were constructed.

New studies relating to *Discover Intensive Phonics* continue, as true research is always an ongoing and viable process.

The following exhibits are detailed in this research packet:

Iron Springs Elementary School

Huntington Elementary School

Seattle Hill Elementary School

Hale Elementary School

Webster Parish School District

Scope of Work:

The Institute for Behavioral Research in Creativity (IBRIC), in partnership with the Utah State Office of Education and the Iron County School District, conducted a three-year evaluation of a systematic phonics program, *Discover Intensive Phonics for Yourself*. This direct instruction and interactive software curriculum supplements reading programs in grades K-3 and has been reported to be effective with K-6 students who struggle with reading.

Assessment Tools:

The State of Utah Criterion-Referenced Test (CRT) scores for grades 1–3 in 2007 and for grades 2–3 in 2008 and 2009

- Norm-referenced Iowa Tests of Basic Skills percentile rank for grade 3 students

Time Frame:

Conducted between 2007 and 2009

Observations:

Overall, teachers reported a very positive attitude about their professional development experience for all three years of the study.

Overall, teachers reported a very positive attitude about key areas of the program elements.

An Evaluation of the Reading Horizons Discover Intensive Phonics Program at Iron Springs Elementary School

Cedar City, Utah

Kindergarten through third-grade teachers at Iron Springs Elementary School in Cedar City, Utah, were trained in the program and began implementing the curriculum in their classrooms during the 2006-2007 school year. Student achievement outcome data was gathered via multiple assessments and was compared with a control school similar in Socio-Economic Status (SES) and its suburban extent percent on the same state assessment tool.

Results of State of Utah criterion-referenced testing data:

- Consistent with the published research, systematic phonics instruction has a greater effect on students who receive the instruction in earlier grades and improves over time (Table 1).
- A measure of long-term effects of the program shows a higher percentile rank of grade 5 students in 2009 who had been enrolled in the program in their grade 3 school year compared to the percentile rank of students at the control school (Table 2).

A measure of long-term effects of the program:

- The state scores hover at the high 78 percent level (Table 3).
- The control school percentile ranking is random and, in this case, lower at higher elementary grades.
- Consistent with published research, on systematic phonics instruction the Iron Springs percentile ranking scores of grade 3 students who had the curriculum early and ongoing for 3 years reveal the best outcomes.
- Although Iron Springs Elementary and the control school are matched on SES, the control school's percentile ranking is most often below district ranking, whereas Iron Springs percentile is most often above its district's ranking.

Impact and Recommendations:

Based on the findings of this study, the *Discover Intensive Phonics for Yourself* program positively impacted student outcomes, especially when implemented in the early grades. The positive reading attitudes of students and positive teacher attitudes regarding the professional development training and program elements add to this program's sustainability as a piece of the reading pedagogy in classrooms. The improved outcomes of K-3 students in this study motivates further research of the use of this program in more K-3 classrooms as well as with students in upper elementary grades who have difficulty reading. If the outcomes of students enrolled in the program in this study generalize to other students given access to the program, this supplemental curriculum could play a part in states closing the gap in student reading outcomes and achieving Annual Yearly Progress (AYP) goals.

Table 1: Percent Proficient on the Language Arts State CRT

| | Grade 1 | | | Grade 2 | | | Grade 3 | | | |
|-----------------------|---------|------|------|---------|------|------|---------|------|------|------|
| | 2007 | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 |
| Iron Springs | 81% | 68% | 79% | 86% | 77% | 77% | 93% | | | |
| Control School | 55% | 75% | 66% | 91% | 71% | 72% | 69% | | | |
| State | 74% | 78% | 77% | 79% | 78% | 77% | 80% | | | |
| Iron District | 83% | 80% | 83% | 85% | 83% | 84% | 88% | | | |

- 1 year of the curriculum
- 2 years of the curriculum, 1st & 2nd grade or 2nd & 3rd grade
- 3 years of the curriculum, K, 1st, 2nd grade or 1st, 2nd, 3rd grade

Table 2: Grade 5 National Percentile Rank for Iowa Test of Basic Skills, Fall 2009

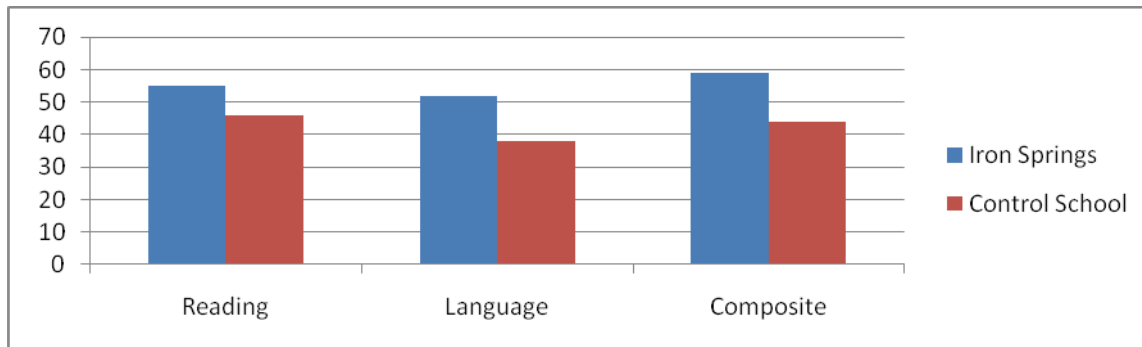
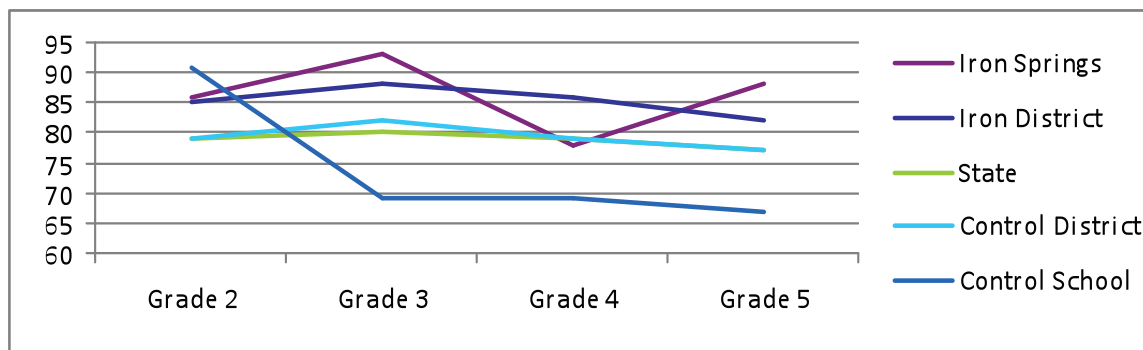


Table 3: Grades 2-5 Percent Proficient Language Arts CRT in 2009



Scope of Work:

Twenty-one first grade students were administered a qualitative reading inventory (district-sponsored test) to quantify what (if any) reading gains were made after having used the *Discover Intensive Phonics* program

Tool:

State Core Reading Test (Utah)
Qualitative Reading Inventory

Time Frame:

Conducted between January and April 2000 (four months)

Huntington Elementary School

Huntington, Utah

In the spring of 1998, a first-grade instructor at Huntington Elementary School in Huntington, Utah, reported noticeable gains on the State Core Reading Test after having implemented the *Discover Intensive Phonics* program in the classroom. All 23 students scored above 90 percent (50 out of 60 points). It was reported that among those 23 students, there existed a wide range of skill levels upon entering the first grade.

In the spring of 1999, again, firstgrade students were reported to have scored above 90 percent on the same state assessment tool.

| Student | Pre-Test | Post-Test | Increase by grade level |
|---------|------------------------------|------------------------------|--------------------------|
| | Highest Instructional Level* | Highest Instructional Level* | |
| 1 | Pre-Primer | Grade 3 | 4 grade levels |
| 2 | Pre-Primer | Grade 2 | 3 grade levels |
| 3 | Grade 1 | Grade 4 | 4 grade levels |
| 4 | Pre-Primer | Grade 3 | 4 grade levels |
| 5 | Grade 2 | Grade 4 | 2 grade levels |
| 6 | Grade 1 | Grade 4 | 4 grade levels |
| 7 | Grade 2 | Grade 4 | 2 grade levels |
| 8 | Primer | Grade 3 | 3 grade levels |
| 9 | Primer | Grade 4 | 4 grade levels |
| 10 | Grade 1 | Grade 4 | 3 grade levels |
| 11 | Pre-Primer | Grade 1 | 2 grade levels |
| 12 | Pre-Primer | Grade 2 | 2 grade levels |
| 13 | Pre-Primer | Grade 3 | 4 grade levels |
| 14 | Primer | Grade 3 | 3 grade levels |
| 15 | Pre-Primer | Grade 1 | 2 grade levels |
| 16 | Pre-Primer | Grade 3 | 4 grade levels |
| 17 | Grade 1 | Grade 4 | 3 grade levels |
| 18 | Pre-Primer | Grade 3 | 4 grade levels |
| 19 | Primer | Grade 3 | 3 grade levels |
| 20 | Primer | Grade 4 | 4 grade levels |
| 21 | Primer | Grade 3 | 3 grade levels |
| | | Average | 3.19 grade levels |

Evaluator's Observations: In the third year of program use, the above-mentioned first-grade instructor reported giving each of the 21 students a Qualitative Reading Inventory used by the local district. Scores were reported as ranging from the first- to the fourth-grade reading level. "I am so appreciative of *Discover Intensive Phonics*," commented the instructor. "I plan to continue using it for the remaining years of my teaching career."

Scope of Work:

Using both a criterion-referenced assessment tool and a norm-reference tool, comparable percentages were constructed among the school, the school district, and a state to track the reading, writing, and listening gains for K-2 students.

Tool:

Washington Assessment of Student Learning (WASL)

Time Frame:

Two-year study conducted 1996-1998. Seattle Hill Elementary School first implemented *Discover Intensive Phonics* as early as 1992. Convinced of the benefits of the program, the instructional staff made a commitment to add a stronger phonics instructional piece to the primary classes. All staff attended an in-service, district-wide training to upgrade their program.

Seattle Hill Elementary School

Everest, WA

| School | School Year | Reading |
|---------------------------|-------------|---------|
| | 96/97 | 74.5 |
| | 97/98 | 90.4 |
| | | |
| Snohomish School District | 96/97 | 57.7 |
| | 97/98 | 72.3 |
| | | |
| State of Washington | 96/97 | 47.6 |
| | 97/98 | 55.6 |
| | | |
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Evaluator’s Observations: It was reported on a user survey that according to data collected from the CTBD and the WASL, the excellent reading scores are most likely the result of the *Discover Intensive Phonics* program. The program evaluator strongly feels there is a causal relationship between the program and the charted results, seen above. “If it were due simply to socio-economics, then other schools with our demographics would be scoring similarly. Our scores on the WASL are among the highest in the state.”

Scope of Work:

Pilot data collected between two first-grade classes selected to test and document the *Discover Intensive Phonics* product

Tool:

Scholastic Assessment Test (SAT) data

Time Frame:

One-year study conducted between August 1988 and May 1989

Hale Elementary School

Chicago, Illinois

In 1988, two first-grade classes at Hale Elementary School in Chicago, Illinois, were selected to conduct a pilot test of *Discover Intensive Phonics*. The yearlong study used the SAT as a pre- and post-testing tool. At the end of the year, students who used *Discover Intensive Phonics* averaged 91 percent in word study skills, compared to 37 percent for those first-graders not participating in the *Intensive Phonics* program. In word reading, students using *Intensive Phonics* scored 67 percent, compared with 25 percent for non-participants. Students who used *Discover Intensive Phonics* also scored high in comprehension, listening, and spelling skills, with percentages in the 70s, compared with non-participating students' scores in the 30s.

| | Non-Participants | <i>Intensive Phonics</i> Group | Difference |
|----------------------------|------------------|--------------------------------|------------|
| Word Study Skills | 37% | 91% | 54% |
| Word Reading Skills | 25% | 67% | 42% |
| Comprehension | 29% | 75% | 46% |
| Spelling | 38% | 73% | 35% |
| | | | |
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Evaluator's Observations: A yearlong study of two first-grade classes was conducted using the SAT as the pre- and post-assessment tool. Data collected at the end of the year revealed the average percentage as follows:

- * Ninety-one percent in word study skills, compared to 37 percent for those first graders not participating in the *Intensive Phonics* program
- * Sixty-seven percent in word reading, compared with 25 percent for non-participants
- * Seventy-five percent in comprehension, compared with 29 percent for non-participants
- * Seventy-eight percent in listening, compared with 34 percent for non-participants
- * Seventy-four percent in spelling, compared with 38 percent for non-participants

The complete study also compares these results with first-grade scores district-wide.

Scope of Work:

The Legislature of Louisiana, in its 1997 session, passed House Bill 2444 (Act 45), which states:

“Effective with the 1997-98 school year, each governing authority of a public elementary school shall implement a reading program at each elementary school that is designed and intended to teach each student to read at grade level by not later than the end of first grade.”

It further states that the reading program should include, but need not be limited to, a phonics component.

Following this directive, Webster Parish School Board in Minden, Louisiana, implemented a four-pronged program during the 1997-1998 school year for all K-3 students in the 12 elementary schools in the district.

Tool:

Gates-MacGinitie Test

Time Frame:

Eight-month-long study conducted between October 1997 and May 1998

Webster Parish School District

Minden, Louisiana

First-grade students who scored at or lower than 1.5 were considered below reading grade level, 1.6 through 1.8 was considered at grade level, and 1.9 and above was considered above grade level. The same ratio was used in the second and third grades.

| Grade | # of students | Average Gains | % of Students Improved |
|------------|---------------|---------------|------------------------|
| 1st Grade | 587 | .47 | 87% |
| 2nd Grade | 539 | 1.05 | 95% |
| 3rd Grade | 622 | .89 | 93% |
| Grades 1-3 | 1748 | .80 | 92% |
| | | | |
| | | | |
| | | | |
| | | | |

The reports indicate that greatest gains were shown in first grade and Kindergarten, indicating the importance of a good start. Eighty percent of Kindergarten students scored 70 percent or above in reading, as measured by the Webster Parish Kindergarten Exit Test.

The totals represent valid pre- and post-test scores on all students we could unquestionably verify.

Other Current Findings

A Viable Option for Addressing Language-Processing Disorders

Advancements in technology now allow researchers and educators to understand how the brain functions in relation to learning. A study conducted at Yale University, comparing dyslexic and non-dyslexic readers using MRI (Magnetic Resonance Imaging) data, allowed researchers to observe how certain areas of the brain behave during the process of reading. The resulting reports noted observable dysfunctions within phonologic modules of dyslexic readers' brains – specifically, their language-processing systems.

The phonologic module is a component of the brain's "language factory," located in the left occipital lobe. Here, the relationship between the basic elements of language (sounds/phonemes and symbols/graphemes) is discerned. According to the report, dyslexic readers' brains are unable to efficiently process the language information because of under activity in this area of the brain and over activity in others. It is suspected that dyslexic disruption most likely occurs during embryonic formation.

Consequently, because the neural systems either scramble or inefficiently relay the most basic "bytes" of language code, extracting meaning from print becomes a daunting task for the dyslexic reader. It is suspected that one out of every five people (approximately 10 million) may be affected with some degree or variation of dyslexia.

The good news is that research has shown how successful intervention can be achieved with instruction of explicit, systematic phonics.

Reading Horizons/Discover Intensive Phonics provides what language research advocates: explicit, systematic phonics presented in a logical sequence that is both easy to teach and learn. Students participate in many hands-on, multi-sensory experiences that encompass the visual, auditory, and kinesthetic modalities of learning. Throughout the course, students learn to use a unique marking system that helps develop left-to-right orientation, identify and prove the sounds within a word, and recognize word patterns and families.

Whether students are dyslexic, underexposed to the conventions of print, or are unaffected by reading problems, the program's highly structured delivery methods enhance students' understanding of the predictable and patterned constructs of language.

Phonics for ELL Students

Phonics for ELL Students: *Reading Horizons* has been proven to be beneficial for English Language Learners (ELL). Some of the skill areas that are sharpened by teaching *Reading Horizons* as part of an ELL course include:

Reading: Students are taught decoding strategies that improve their ability to read unfamiliar words. When students acquire strategies that help them accurately decode, they are able to develop greater automaticity in applying these strategies, which leads to increased reading fluency—and, ultimately, increased reading comprehension.

Vocabulary development: Students are taught both the sound and meaning of English vocabulary. Learning both the sound and meaning of vocabulary simultaneously is helpful, because if students can associate the sound of a new word when learning its meaning, the new word “sticks” better.

Pronunciation: Students are taught the pronunciation and articulation of the 42 Sounds of the English language. Instruction in the “segmental” pronunciation (pronunciation of individual sounds) contributes to improved pronunciation on the sentence-level, or “suprasegmental” pronunciation-level (including stress, rhythm, and intonation).

Writing: Students are taught patterns and rules for spelling English. In addition, students are taught basic sentence structure so they can apply these learned spelling strategies in context of sentence-level writing tasks.

Affective factors: Students gain increased motivation and confidence as they are empowered with strategies that help them successfully read, spell, and pronounce English vocabulary independently. In addition, the method utilizes a multi-sensory approach to appeal to a variety of learners with different learning-style preferences.

Strategy instruction: The strategy-based approach of *Reading Horizons* better prepares ELL students for “real-world” experiences rather than serving as a temporary fix to decoding, spelling and pronunciation difficulties. The strategies taught in *Reading Horizons* help ELL students develop autonomy as they learn how to decode, spell, and pronounce English words independently.

Sources that promote teaching phonics strategies to ELL students:

Aebersold, J. & Field, M. L., (1997). *From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms*. New York: Cambridge University Press.

Anderson, N. J. (2003). *Exploring Skills: Reading*. In D. Nunan (Ed.), *Practical English Language Teaching* (pp. 67-86). New York: McGraw-Hill.

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Birch, B. M, (2002). *English L2 Reading: Getting to the Bottom*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Carrell, P. (1993). *Introduction: Interactive Approaches to Second Language Reading*. In P. Carrell, J. Devine, & D. Eskey (Eds.), *Interactive Approaches to Second Language Reading*. Cambridge, England: Cambridge University Press.

Eskey, D. (1993). *Holding in the Bottom: An Interactive Approach to the Language Problems of Second Language Readers*. In P. Carrell, J. Devine, & D. Eskey (Eds.), *Interactive Approaches to Second Language Reading*. Cambridge, England: Cambridge University Press.

Genesee, F. (2008, April). *Learning to Read a Second Language: What Does the Research Say & What Do We Do About It?* Presentation presented at the international TESOL convention, New York.

Nunes, T. (1999). *Learning to Read: An Integrated View from Research and Practice*. Dordrecht, The Netherlands: Kluwer.

Schwarz, R. (1998). *Using Phonemic Awareness with ESL Students*. Washington, D.C.: National Adult Literacy and Learning Disabilities Center.



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Tyson J. Smith, President
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Dear Tyson:

We are pleased to notify you that Discover Intensive Phonics for Yourself and Reading Horizons have been supported by The National Right to Read Foundation, as exemplary instructional programs for teaching children and adults to read.

The success of these programs in teaching the skill of reading is a precious gift to all those who have been locked out of society's mainstream because of illiteracy. You have made a significant impact nationally on how children are taught to read, and the response of the American people clearly indicates you are succeeding.

In our review of your program, we have used the following criteria: is it supported by experimental research; is the instructional approach direct and systematic; are the reading skills taught in the order of difficulty students have in learning them; is the phonetic system taught in a specific sequence; is adequate practice provided at each step to ensure that the principles being taught are thoroughly learned; are letter sounds taught in isolation; is the blending of the sounds of the letters taught; is the phonetic system taught in its entirety; and finally, does the individual learn to read using your system of phonetic teaching instruction? Based on our assessment, you meet and exceed these requirements.

According to the 2002 National Assessment of Educational Progress, from 26 to 69% of students in grade four are reading below basic level, depending on the state. The continued problem of illiteracy is an enormous one, but you have made a very significant contribution to solving one of America's greatest unmet needs. Congratulations on your achievement. We wish you continued success, as you pursue the goal of eliminating illiteracy in America.

Sincerely,

Joy Sweet
Executive Director



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